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ABSTRACT

This is a two-volume annual report (for 1976-1977) of Work Unit II of the Southwest Educational Development Laboratory's Early Childhood Program. The main purpose of the project was to design, develop, and assess three multimedia training packages which used booklets, slides, film/videotapes, audiotapes and games to convey parenting knowledge and skills to low income parents. Described in Volume I are the program goals and goal related activities; an overview of the developmental model and process; descriptions of the products; field evaluation of the products; other related efforts; and implications and recommendations. Volume II contains extensive appendices, including content outlines of the training packages, site letters and field test agreement, cnsultant reviews, field test instrumentation for each package, materials used in a follow up study, and other program related materials. (SB)

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SEDL

Final Report For November 1, 1976 to October 31, 1977

Early Childhood Program

WORK UNIT II:

MULTIMEDIA TRAINING PACKAGES FOR LOW INCOME PARENTS OF PRESCHOOL CHILDREN

Submitted to:
National Institute of Education
Washington, D.C.
Under Grant #NE-C-00-3-0090

From:
Southwest Educational Development Laboratory
211 East 7th Street
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December 15, 1977

Dr. Sarita G. Schotta
Senior Research Associate
Multicultural/Bilingual Division
National Institute of Education
Washington, D.C. 20208

Dear Dr. Schotta:

Submitted herewith is the final report of the Laboratory's Early Childhood Program activities involving Work Unit II--Multimedia Training Packages for Parents of Preschool Children. Three package prototypes are being submitted along with this document. The report is in compliance with the terms and conditions of Modification 14 of Contract No. NE-C-00-3-0090 which ended October 14, 1977.

The conceptualization, development, and testing of these products represent what the Early Childhood Program of SEDL feels is a significant contribution to the areas of parenting, parent involvement, and parent education. We look forward to continuing the use of these packages in a new program/project area--PRIMO.

We shall be pleased to have further discussion about this report, if additional information is needed and requested.

Sincerely yours,

James H. Perry

James H. Perry
Executive Director

xc: Dr. Vera Brown
Mr. Raymond Wormwood

FINAL REPORT

WORK UNIT II - MULTIMEDIA TRAINING PACKAGES FOR PARENTS OF PRESCHOOL CHILDREN

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I. Rationale

A. PURPOSE

During the contract period from November 1, 1976, through October 31, 1977, the Early Childhood Program's Work Unit II, Multimedia Training Packages for Parents, undertook as its main focus the conceptualization, design, development, and assessment of three multimedia training packages to be used by group leaders in order to further develop and/or increase the parenting knowledge and skills of low-income Black, Mexican American, and Anglo parents. A multimedia training package was defined as a set of instructional materials which use mediated materials (booklets, slides, posters, film/videotapes, slide/tape presentations, audiotapes, games, problem cards, etc.) as the primary catalyst for conveying parenting knowledge and skills to parents. Each package was to contain a variety of such materials depending upon the learning activities and package objectives. The topics for the three packages were based on a needs assessment project commissioned by the Early Childhood Program.

B. NEED

The conceptualization and development of these three multimedia training packages was based on the documented need for better access to materials which increase parenting knowledge and skills and the need for materials which can be used by low-income parents. Many early childhood educators, researchers, and organizations have stressed the importance of parents' learning more about and being more involved with the education/rearing of their children and the need to develop support systems which provide awareness, information and training about parenting. Among them are Bronfenbrenner, White, Shaefer, I. Gordon, Bandura, Weikart, Klaus, Gray, Levenstein, Katz, Karnes, and The Education Commission of the States. (See pages 51-53 of the Revised Early Childhood Program Proposal, submitted to N.I.E. October 1, 1976, for a detailed description.)

C. GOALS

Four goals were identified for Work Unit II:

1) To conceptualize, develop, test, and assess the effectiveness of three multimedia training packages to be used by leaders with low-income Black, Mexican American, and Anglo parents who have preschool children, in order to increase their parenting knowledge and skills.
2) To conceptualize, develop, test, and assess the effectiveness of self-instructional materials to be used by leaders of the training packages; these materials will eliminate persons having to come to Austin for training.
3) To conceptualize, develop, test, and assess individualized follow-up materials which serve to reinforce understandings and skills developed during a selected training package and which will be made available to parents after completion of a selected package.
4) To conduct limited testing of the effectiveness of the combined use of Work Units I, II, and III in selected sites, in order to increase the knowledge and skills of parents of young children.

D. ACTIVITIES AND PRODUCT/OUTCOMES

Following is a list of activities and/or products proposed in order to accomplish the above four stated goals.

Goal-related Activities	Product/Outcome
GOAL I. To conceptualize, design, develop and assess the effectiveness of three multimedia parent training packages for parents.	
ACTIVITY 1. Conduct of a needs assessment for the purpose of identifying new topics for parent package development.	Needs Assessment and Data Feedback to guide topic selection and written report of the process and implications
2. Compilation of background information concerning each topic through a review of theoretical, philosophical and research literature.	Content Outlines to guide package development
3. Conceptualization of content outlines based on background information as a guide to package development.	
4. Formation of session procedures which identify and describe how the knowledge and skills will be developed with participants.	Draft of session procedures for design evaluation
5. Conceptualization and design of drafts of mediated materials for use in each package.	Drafts of media materials to be included in each package
6. Conceptualization and design of package evaluation strategies and instruments.	Draft of evaluation instruments to assess packages
7. Design, pilot, and field test (with revisions where needed and indicated after each stage) of each training package.	List of Contracted Test sites for each phase; Design, Pilot and Revised Field test versions of each package
8. Development of final prototypes of three (3) parent training packages for submission to NIE.	Prototypes of three Parent Packages for submission to NIE
9. Production of a narrative description of the development and evaluation of each package.	Final written reports of package development and evaluation

GOAL II. To develop and test self-instructional leader materials

ACTIVITY	1.	Compilation of a list of required items that training leaders need to know when conducting training sessions.	List of requirements for leaders to conduct training sessions
	2.	Formulation of a set of strategies for disseminating information via leader training materials.	Set of strategies for disseminating training information
	3.	Selection of one self-instructional format for presenting training information to leaders.	Design format for presenting training information to leaders
	4.	Conduct of external consultant review of self-instructional leader training materials.	Report of recommendations for consultant review
	5.	Revision of self-instructional leader training materials based upon consultant recommendations.	Test version of self-instructional leader training materials
	6.	Development of method to evaluate the effectiveness of self-instructional leader training materials with pilot test versions of training package materials.	Test versions of instruments to evaluate self-instructional materials
	7.	Testing of self-instructional leader training materials with pilot test versions of training package materials.	Evaluation feedback report based on pilot testing of self-instructional materials
	8.	Revision, where necessary, of aspects of the self-instructional leader training materials based upon pilot test evaluation data.	Revised self-instructional materials
	9.	Retesting of the revised self-instructional leader training materials with the field test versions training package.	Evaluation data report based on findings from field test packages

	10.	Making revisions, where necessary, based upon data feedback from field testing effort.	
	11.	Production of self-instructional leader training materials prototype.	
	12.	Submission of final prototype to NIE.	Prototype of self-instructional materials to accompany training packages for submission to NIE
	13.	Preparation of a written report describing the developmental process and evaluation outcomes resulting from self-instructional leader training material activities.	Final report (written) of the self-instructional leader training materials development and evaluation process for submission to NIE
GOAL III.		To conceptualize, design, develop and assess the effectiveness of training package follow-up materials for selected packages.	
ACTIVITY	1.	Selection of pilot test sites for follow-up materials.	Contract Pilot Test sites to conduct experimental follow-up materials effort
	2.	Finalization of the content and formats for follow-up training package materials.	Guidelines for Follow-up Material development
	3.	Conceptualization and design of drafts of follow-up training package materials.	Drafts of Follow-up Training Package Materials
	4.	Conduct of external parent and consultant group review of follow-up training package materials.	Parent and/or Consultant Group Evaluations and Recommendation Report
	5.	Revision and production of follow-up training package materials.	Test version of follow-up training package materials
	6.	Development of assessment for follow-up training package material.	Test versions of evaluation instruments
	7.	Distribution of follow-up training package material.	Data from follow-up training package material testing

	8.	Analysis of data from follow-up training package material distribution.	Evaluation Report on follow-up material data analysis
	9.	Revision of materials and follow-up training package materials prototype.	Prototype of follow-up materials for submission to NIE
	10.	Development of written report on the activities, findings and implications from the follow-up training package materials effort.	Final Report describing the development and evaluation of follow-up materials
GOAL IV.	To conduct limited testing of the effectiveness of the combined use of Work Units I, II, and III in selected sites.		
ACTIVITY	1.	Determination of criteria for the selection of the pilot test sites (community size, population, location, SES, ethnicity, TV market characteristics, proximity, etc.).	Selection criteria for test sites
	2.	Identification of potential pilot test sites based upon selection criteria and selection of sites to participate in the pilot test effort.	Preliminary list of potential communities
	3.	Determination of knowledge and skill needs from available PSA(s) and Multimedia Training Packages.	Priority listing of site needs from available products.
	4.	Selection of PSA's and MMTP's to meet indicated knowledge and skill needs.	Integral set of PSA's and MMTP's for pilot test sites
	5.	Arrangement for the installation of PMIC Replication Model and training of site representative.	Prototype installation at selected sites
	6.	Development, production and editing of local PSA tags	PSA's with local tags
	7.	Establishment of a timetable for implementation and completion of pilot test site activities.	Pilot test site program calendar of implementation schedule

8.	Establishment of data collection methods on the usefulness and effectiveness of the combined PSA, PMIC, MMTP pilot test effort.	Evaluation forms
9.	Training of leaders who will coordinate and implement PSA's, PMIC, and MMTP's pilot test effort.	Trained leaders
10.	Initiation and completion of pilot test effort at selected sites.	Data concerning the effectiveness of a triad approach to parenting awareness, information, and training
11.	Revision of aspects of the pilot test projected based upon evaluation data.	Revised combined work unit projects
12.	Preparation of final project prototype design and final report.	Prototype design of pilot test project and final report.

All of the above activities were implemented basically as stated except for those associated with the Follow-up Materials (Goal III). For both substantive and ethical reasons, it was decided to modify the design of the follow-up study. A description of the rationale and outcomes for the revised Follow-up Study is described in Chapter III, Field Test Evaluation. The Coordinated Effort (Goal IV) is described in Chapter IV, Other Significant Experiences. The development of the multimedia packages (Goal I) and the self-instructional materials (Goal II) are described in Chapter II, History of Development.

II. History of Development

A. OVERVIEW OF DEVELOPMENTAL MODEL

Work Unit II used the SEDL model to develop three multimedia training packages (MMTP's). This model is a multi-stage process involving six stages. With slight changes to accommodate certain unique needs, SEDL uses this basic model for most of its product development.*

Briefly, the sequential six-stage development process attempts to do the following:

Context analysis seeks to define the problem and target population, establish its parameters, consider alternative solutions, and identify the best strategy or approach.

Conceptual design develops a model for implementation of the selected strategy.

Product design develops a workable product which is complete and ready for testing with the target population.

Design test is the initial implementation of the product in a small number of sites to gather formative data from users and observers for use in product revision. The conditions are controlled, and implementation is carried out by the originators of the product.

Pilot test involves site implementation by site personnel following closely the plans and procedures suggested in the materials.

Field test is the large-scale comparative testing of a refined instructional product which seeks to determine ultimate utility and viability of the product. Data are largely summative.

---

*A Development Process Adopted by the Southwest Educational Development Laboratory; Austin, Texas: July 14, 1970.

B. PROCESS DESCRIPTION

In this section each of the six stages in the developmental process will be described in more detail, especially as they were implemented for the present effort. Following the description of each stage, corresponding information specific to each package is also included.

1. Context Analysis

Essentially, this program phase identified the need for materials, presented in the form of effective communication modes, that will increase knowledge and develop skills in child care. (See the Rationale section for more detail.) In response to this need, a proposed solution strategy was identified, researched, and developed. The proposed solution strategy consisted of the four goals previously stated in the Rationale.

The primary goal for Work Unit II was the development of three multimedia training packages. The three packages developed were:

Package I: Family Roles and Relationships (Multicultural, English)

Package II: La Familia y El Respeto (Bicultural, Bilingual)

Package III: Ways to Discipline Children (Multicultural, English)

A self-instructional training section for the leaders was included in the first section of the package manual. It provides leaders with a set of activities and procedures designed to increase the knowledge and skills required in conducting the package sessions. A follow-up evaluation study of package implementation was conducted after the field test stage (see Chapter III). Implementation of all three work unit efforts was carried out and assessed at three different sites (see also Chapter IV).

2. Conceptual Design

During the conceptual design stage the approaches for developing multicultural and bilingual/bicultural packages were developed as well as the topic areas selected for the packages. To ECP staff the commitment to multicultural and bilingual/bicultural education meant the recognition, acceptance and promotion of cultural pluralism through educational endeavors. The belief in the principles of equal opportunity for all people and respect for human dignity necessarily implies that cultural diversity is a valuable resource in American society and that it should be preserved and extended. In attempting to produce educational materials which reflected this philosophy, two approaches were used to develop two types of products.

Bilingual/Bicultural Approach (Package II)

Before the approach followed to develop Package II is described, a summary of the rationale for deciding to develop such a package is provided. There is a very great need for parenting materials which are bilingual/bicultural in approach. Staff investigation revealed that very few of these materials are currently available. Further documentation of this void is presented in Castillo, Arciniega, and Causua's, "Parenting Models and Mexican Americans: A Process Analysis," 1977. Among the conclusions included in this in-depth investigation and analysis of parenting models and their applicability to Mexican Americans are the following:

1. The parenting models examined did not specifically address themselves to the areas of ethnic identity.
2. The philosophy on which the models are based does not take into account the cultural context of the Mexican American.

3. None of the models provide for a bilingual delivery system.

The following are among some of the recommendations made in the same document:

1. Bilingual/bicultural materials need to be developed in the area of parenting applicable or more generalizable to the Mexican American population.
2. The Parenting Models should undergo field testing in a cultural/socioeconomic setting with Mexican Americans.
3. A parenting training approach applicable to lower socioeconomic Mexican Americans needs to be tested. The current models need extensive modifications relative to the presentations--focusing on cultural relevance.
4. A cultural awareness model could be developed which can become an integral part of the parenting models.

When dealing with such topics as cultural and family values, child-rearing practices, family problems, etc., the learning process is not restricted to exchanging and acquiring information *cognitively*. Rather, the learning process requires responding, accepting, and valuing the information being put forth. Because of this *affective* aspect, which is an integral part of the materials, it was felt that the materials should be specific so that the parents would be able to "readily relate." This would increase the chances of their reacting to and accepting the information. It was believed that the easier it is for parents to identify with the situations and characters in the media presentation, the more meaningful the information will be. Because facilitating a change in behavior is the ultimate objective of the materials, it was essential not only to provide information but also to address parents' feelings and attitudes relating to the topics.

Another reason for taking the bilingual/bicultural specific approach is that participant discussion in the sessions is very important to the learning process. It was felt that this approach would help to create an atmosphere in which the parents would feel more comfortable about expressing their ideas and sharing their experiences.

With respect to language usage, it was decided that the printed materials would present the content information in both English and Spanish. The leader could then select the appropriate language or use both in presenting the sessions. The audio-visual media however, would present the information via a combination of the two languages. This language style represented the natural speaking style of members from the Chicano target audience, and its use in the materials would help to create the desired atmosphere "ambiente" for the sessions. The importance of creating this atmosphere rested in the critical role (as described above) which the group discussion was designed to play.

With respect to the treatment of culture, an attempt was made in the development of the content to build upon and nurture the strengths already inherent in the culture, i.e., the concept of el respeto, the close-knit nature of las familias and the distinct and effective communication styles practiced by Chicanos. The content also included an attempt to promote and enhance cultural pride by including a section on the importance of positive cultural identity. This attempt to build upon the culture is further reflected in the inclusion of music, language styles, and cultural models which are representative of the Chicano target audience.

Briefly, the bilingual/bicultural approach which was developed in producing Package II included: (1) considering the specific needs of the Chicano target population in selecting the topics and developing the content; (2) reviewing literature by and about members of the target population; (3) developing scripts for the media materials, which included situations as well as role models representative of the Chicano culture; and (4) bringing in external consultants who could review the package for their relevance and appropriateness to the target population.

Multicultural Approach (Packages I and III)

The remaining two packages were to address all three ethnic groups. To do this effectively, it was decided to give equal consideration and representation to the three ethnic groups throughout the different stages of the development process. This would include (1) considering the needs of members from the three groups in selecting topics and developing content; (2) reviewing literature by and/or about members from the three groups which related to the content; (3) developing scripts for the media materials, which would include situations as well as role models which were representative of the three cultures; and (4) bringing in external consultants who could review the packages for their relevance and appropriateness to the three ethnic groups.

Such an approach would result in producing multimedia packages which members from the three groups would find responsive to their needs, lifestyles, values, and behaviors. The materials would also result in representing the cultural diversity which exists in American society, and thus the concept of cultural pluralism would be promoted.

In order to determine the specific parenting topic areas for the multimedia training packages, the ECP conducted, in cooperation with Marketing and Research Counselors, Inc. (MARC) of Dallas, a needs assessment. The needs assessment was concentrated in the State of Texas and was directed toward low income Chicano, Black, and Anglo parents. (See pages 168-178 of ECP Proposal, October 1, 1976 for a more comprehensive discussion of the needs assessment plans and Appendix A of this report for needs assessment description and findings.)

The needs assessment revealed seven parenting topics which were considered to be important by the target audience:

1. Husband/wife relationship as it relates to rearing children
2. Eliminating or reducing the burden and "hassle" of rearing children
3. Discipline
4. Questions and communication
5. Teaching young children about sex
6. Child development
7. Health and safety

Following the needs assessment, the Early Childhood Program identified distinct topic areas around which each of the three training packages was to be developed. The rationale for arriving at each of the three topics finally selected is described below.

Package I: "Family Roles and Relationships"

> The needs assessment revealed that an important factor in parenting was the relationship between husband and wife. When there was conflict between them, parenting difficulties are more pronounced. The needs assessment also revealed that many of the conflicts between husbands and wives appeared to be a result of the biological, psychological, and sociological roles that persons in a family play. Specifically, conflicts arose when the perceived roles of individuals were different from the expectations of others.
>
> Another area of interest among all three ethnic groups was sex education and young children. Parents expressed an interest in learning how to handle children's sexual awareness, development, and questions about sex. Because the approach to this

concern is largely dependent on the type of roles and relationships which exist in a family, it was decided to include this second area within the general topic of Family Roles and Relationships.

Package II: "La Familia y El Respeto"

In addition to the seven topics which emerged from the triethnic parent group focus interviews, an interview with an all-Chicano group yielded several more areas of parenting concern. The Chicano parents interviewed expressed a concern for (1) fostering el respeto (the concept of respect) among their children, (2) fostering and maintaining their language and culture in their children, and (3) helping their children succeed in school and in life. They also expressed the view that raising children was very difficult and burdensome, and more so for the female because of the parents' perception of the mother/wife role.

In an attempt to respond to some of the concerns expressed, the general topic of La Familia y El Respeto was selected. An attempt was made to include both individual development in terms of self-concept/self-respect and also development of family relationships based on mutual respect.

Package III: "Ways to Discipline Children"

The needs assessment revealed several important points to be considered in developing information on the topic of discipline. First, to most low income parents, controlling children meant punishing undesired behavior. Spanking seemed to be an almost universal practice. In addition, the concept of rewarding desired behavior seemed to be missing or seldom used. There was also an absence of understanding about communication and self-control as alternative discipline tools available to parents. With these points in mind, it was decided that the discipline package would focus on providing parents with more information about alternative ways to discipline children, including the methods parents were the most familiar with.

After the three package topics were selected, ECP staff were assigned to a package and to collect information about package topics. This information-gathering process involved reviewing contemporary early childhood research and theoretical literature as well as the use of external consultants. (See Bibliography for references related to the three topics.) From this information base, content outlines were prepared for each topic. Content outlines consisted of the information to be presented in the packages, as well as the general goals for each package. (See Appendix B for these outlines.)

Upon completion, the outlines were reviewed for: (1) content compatibility with existing research, (2) relevance of content to various ethnic groups (Black, Anglo, Chicano), and (3) relevance of content to target population: low income parents of children 0-6 years old. The content outline for Package II required specific focus on the needs and characteristics of Chicano bilingual/bicultural parents. After a series of in-house reviews, critiques by external consultants and revision, the outlines were prepared for detailed use in the design of each package. The major considerations in formulating each of the content outlines are summarized below.

Package I: "Family Roles and Relationships"

A synthesis of the literature confirmed one of the major findings revealed in the needs assessment. Parents often encounter problems adapting to non-traditional roles and changes in family life. The content outline was formulated to provide parents information on changing family structures (traditional and non-traditional) as they influence child development, role identification, and interpersonal relations. In reviewing the literature on children's sexual development, the need for providing parents with information in this area was further substantiated. General information was gathered to provide parents with an understanding of children's sexual development and techniques for answering children's questions about sex. The general goal of the package would be to help parents develop in their children the attitudes, feelings, and behaviors necessary for establishing and maintaining healthy family roles and relationships.

Package II: "La Familia y El Respeto"

The literature review for package II consisted of seeking information in the following areas: (1) the Mexican American family, its culture, values, characteristics, and child-rearing practices, (2) self-concept development and the importance of positive cultural group and sex group identification, and (3) interpersonal relationships, communication and problem-solving skills. Several major problems were encountered in reviewing the literature on Mexican Americans. Different perspectives, yielded inconclusive and often conflicting representations of the Mexican American family. The need to develop an approach which viewed this population and its culture as diverse, heterogenous, and dynamic soon became evident. Once the approach to developing a bicultural/bilingual package was identified, information on the other topic areas was collected. It was found that information on the identified topic areas was not available in a bicultural/bilingual format. A review by an external consultant, Mr. Santiago Rodriguez, provided further support for the relevance of the information being considered for inclusion to the needs of the target population. His review also helped to solidify and clarify the approach being formulated to conceptualize and develop a bilingual/bicultural parent training package. For a letter documenting his review and input see Appendix C. The general package goal established was to help develop parents' awareness and skills in promoting el respeto in all family relationships and interactions.

Package III: "Ways to Discipline Children"

Four content outlines were prepared for this package: one for each of the four approaches to discipline, reinforcement, punishment, setting limits and communicating with children. The content outlines consisted essentially of a set of statements on each approaches. Each set was subdivided into (a) a definition of the technique, (b) its importance, and (c) a sequence of steps or guidelines for using each technique. The general goal of the package would be to help parents develop an awareness of the four methods to be used in disciplining children and knowledge about guidelines to use when applying each of the methods.

The third step in the conceptual design stage was the creation of a plan for the training packages. This plan began with the division of the outlines into sections or blocks of information for presentation in session form. Decisions for division of information into sessions were based on an appropriate amount of content to be presented per session and a logical order of presentation. In some instances, the separate outlines on the different topics lent themselves to divisions by sessions.

Once the content had been broken down into session topics, general session goals were formulated. From the session goals more specific objectives were developed. Bloom's taxonomy of educational objectives was used as a resource for writing specific session objectives.* The instructional strategy which would most effectively accomplish each of the objectives was then selected. Among the instructional strategies considered were oral presentations by the leader, group discussions, problem-solving activities, games, and presentation of various kinds of audio-visual media. The type of media material to be presented in each session was also determined at this point. Most session plans would consist of a combination of these various strategies to accomplish the session goals and objectives.

Package I: "Family Roles and Relationships"

The four session topics for Package I were: (1) Roles and Relationships within a Family, (2) Sex Role Identification, (3) Children's Sexual Development, and (4) Answering Children's Questions About Sex.

The media to be used in presenting the information would be a slide/sound presentation, flipchart/sound presentations, and a film or videotape showing a demonstration of how to answer children's questions about sex.

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*Bloom, Benjamin S., ed. Taxonomy of Educational Objectives, the Classification of Educational Goals. New York: David McKay, 1956.

Package II: "La Familia y El Respeto"

Package II included the following session topics: (1) Self-Concept Development, (2) Cultural Group and Sex Group Identification, (3) Fostering Mutual Respect, and (4) Resolving Family Conflicts.

The following media recommendations were made: two videotape films for Sessions One and Four, a slide/sound program for Session Two and an audiotape in radio novela format for Session Three. Printed media would consist of a flipchart, which summarized the major content points in all four sessions, and consumable calendars for parents to take home after the fourth session.

Package III: "Ways to Discipline Children"

The sessions in this package were sequenced around the following topic areas: (1) Punishment, (2) Reinforcement, (3) Setting Limits, and (4) Listening. It was decided that videotape or film would be the most appropriate means of illustrating each of the techniques. Games or audiotapes could be used to provide a problem-solving activity and visual organizers such as posters were selected to keep the discussions centered around the content points.

3. Product Design

Much of the planning for media development was based on a literature review on the use of media for instructional purposes. Actual production of media for the packages began when Work Unit II staff was assigned to develop media specifications for the TV/Film Division and the Media Division. These specifications indicated (1) the type of media desired; (2) rationale; (3) length; (4) target audience; and (5) objectives. To develop media that involved still pictures, audiotapes, or printed materials, staff interacted with the Media Division. To develop media that involved videotape or film, staff interacted with the TV/Film Division.

After the media specifications were submitted, a meeting was held between the Early Childhood Program and Media representatives. At that time, ECP staff explained the outline of the particular package, its intent, and content points.

Although much of the planning for actual media products was completed prior to design test, it was decided that for purposes of cost effectiveness, the design test media materials would be mock-up versions. Some of the initial versions of the media products used in design test were produced by Work Unit II staff themselves.

Package I: "Family Roles and Relationships"

Listed below are the media materials that were developed initially for Package I and a description of each:

1) Slide/sound presentation called "I'm Looking for Me." The mock-up version consisted of illustrations displayed in story board fashion accompanied by an audiotape.
2) Flipchart/sound presentation called "Children's Sexual Development." The mock-up version consisted of simple line drawings in cartoon style bound together with a hard back that doubled as a stand. An audiotape accompanied the chart.
3) A set of six posters called "Techniques for Answering Children's Questions About Sex." These were black line illustrations on white background and mounted on red cardboard.
4) Problem-solving activity slips. Each slip contained a problem with three alternative solutions.

Package II: "La Familia y El Respeto"

Package developers produced initial versions of the media materials that later were developed into the actual media products. These consisted of the following:

1) Hand-lettered charts which summarized the major content points for all four sessions.
2) A slide program pieced together from available slides which illustrated an initial version of the script, "El Artista." This script was later developed into the videotape, "El Artista," on Self-Concept Development, Session One.
3) An audiotape in radio novela format called "La Falta del Respeto" for Session Three on Fostering Mutual Respect in the Family.

Package III: "Ways to Discipline Children"

Package developers produced the following initial versions of the media that were later developed into actual media products:

1) A two-minute videotape of a single scene illustrating the guidelines for setting limits was produced very simply with a limbo background and a stationary camera angle.
2) Posters listing content points for each technique were hand-lettered by Early Childhood Program staff.

In addition, several media strategy examples were chosen from previous packages to be presented as approaches during design test.

4. Design Test Stage

Design test represents the initial use of the packages. The purpose of design test was to gather information in order to assess the relevance of and appropriateness of the content and planned media materials to the target population, and in order to receive an indication of the instructional strategies preferred by the target population. Design test was planned differently from Pilot and Field test in order that input from the target population could be obtained prior to full-scale production of the actual media materials. The reasons for this were that a costly step would be eliminated, and valuable target group input/feedback could be obtained at the outset. This would result in decreasing the amount of revisions in subsequent stages of development. At this stage, each of the three packages consisted of a proposed set of content points and mock-up versions of the planned media materials (described on pp. 21-22).

During the month of January, ten agencies within the city of Austin were selected that could identify participants for Design testing. Of the ten agencies, three were selected to provide participants for Design test. The sites were selected on the basis of the following reasons:

1) Income eligibility
2) Representation of different sections of the city
3) Representation of Black, Anglo, and Chicano parents.

Design test took place at SEDL in Austin. Three different groups of parents came and took part in Design test activities on three successive evenings for two hours. Content information and instructional strategies for both Packages I and III were presented for reaction on the first and third evenings. Package II information and instructional strategies were presented on the second evening. On all three evenings, the parents were asked to answer some content questions, to fill out a demographic information form, and to complete a form to indicate topic choices for TV spots and booklets to be developed by Work Unit III. After completing these forms, the parents were randomly assigned to small groups.

The small group presentations were conducted by ECP staff involved with the development of each package. In addition to the feedback acquired from the written forms, parents were encouraged to react orally to questions on appropriateness and relevance of content, language use, and materials. Each of the group sessions was tape-recorded to assure maximum use of the parents' verbal input.

The information obtained through the various activities during Design test, as well as external consultant reviews which took place later, provided that staff with the information required to revise and further develop the packages in preparation for Pilot testing. (See Appendix C for copies of Consultant Reviews.) A summary of the major findings during Design test, recommendations made by consultants, and a description of the resulting revisions for each package is provided in the following paragraph.

Package I: "Family Roles and Relationships"

The information received from Design test activities indicated the parents liked the ideas presented via the storyboard and the "I'm Looking for Me" audiotape. Their one criticism was that the script was too positive and ideal. They wanted it to reflect more of the problems of everyday life and not be so "Pollyannish." The parents also responded favorably to the flipchart/sound presentation, "Children's Sexual Development." Reactions toward the cartoon drawings were very favorable. They preferred them to real photographs, which could have been offensive due to the sensitive subject matter. In general, the parents liked the information presented in the Design test model. They indicated it was needed, it was relevant, and that they could use it in dealing with their children.

Two external consultants made recommendations which were also used for product development. (See Appendix C for their full reports.) Dr. James Johnson's recommendations were based on a review of both Packages I and III. His recommendations included both programmatic/procedural related suggestions, and suggestions concerning package development issues. Among the recommendations made by him in the latter category were that the target population be more clearly specified; that a plan be established to insure that the readability of the materials would be appropriate to the target population; and that a systematic procedure for establishing the relevance of the packages to the target population be set up. Specifically, he recommended that a review panel be set up composed of members from each of the three ethnic groups. It would review all aspects of each package as they were developed.

Dr. Alfredo Flores suggested that the package emphasize the areas of sex-role identification and sex education and that perhaps a title which was more descriptive of the content would be more appropriate. Other points of concern expressed by Dr. Flores involved the need to include certain examples or situations which would be representative of the Chicano population.

Package II: "La Familia y El Respeto"

Parent reaction to the information seemed to indicate that they thought the information was useful, that some of the information was new to them, and that they agreed with it. They also indicated that they would be interested in participating in other sessions and that they had enjoyed the opportunity to discuss the topics and their child-rearing problems with other parents. The results from informal verbal questioning of the parents after presenting sample formats largely supported the preliminary media format selections. The videotape format was overwhelmingly preferred, and the audiotape in radio novela format was also well-received. In questions relating to approach there was a preference for a realistic depiction of content whether visually or aurally.

Feedback from Dr. Flores regarding Package II content was largely supportive of the need for such content, its appropriateness and its relevance to the Chicano target population. Specific recommendations made by him were that: Session One content include information relating to the influence of external factors on self-concept development, and that the Seven-Step Process for resolving conflicts in Session Four be shortened.

Package III: "Ways to Discipline Children"

The results of a survey test indicated that the parents knew most of the information at the level at which it was presented. On site observation, however, revealed that they would like to have more information on the topics discussed. It also revealed that they liked the discussion format and they felt that getting together with other parents was in itself a valuable activity. They also expressed an interest in coming back to more sessions of the same type. Design test also served to confirm the validity of the information regarding the target population's preference for media: videotape was the most preferred medium, followed by audiotapes and slide presentations.

Dr. Flores found the goal of the package appropriate, and the rationale for the choice of subject sound. He made the following recommendations:

1) to consider other options for the word "alternative," which in his opinion had a negative connotation as it made the program sound "deficit oriented;"
2) to make clear to leader and participants that limits depend on child-rearing practices and culture;
3) to spell out type of reward being used;
4) to reconsider the feasibility of teaching parents how to spank;
5) to emphasize area of listening skills.

Following the compilation and analysis of data from Design test, materials were revised and developed further in preparation for Pilot testing. The major aspects of package development which took place at this time were: (1) formulation of specific behavioral objectives, (2) production of mediated materials, and (3) development of a leader's manual for each package. Using Bloom's taxonomy, staff prepared behavioral objectives for each session in the packages. The objectives for each session were used as guides in developing the media materials, and in determining appropriate instructional strategies. The evaluation instruments used during Pilot test were also developed on the basis of these objectives.

Production of mediated materials involved extensive interaction with the Media and TV/Film Divisions. Before production, considerable time was given to script development, talent searches, rehearsals, and set selection and construction. ECP staff provided guidance during much of the actual production process (i.e., audio and video recording sessions, etc.) and gave final approval to most aspects of the media productions.

The self-instructional leader's manual for each of the packages consisted of three parts: Information about the Package, Preparing and Conducting the Sessions (the same for all packages), and Session Plans (package specific). The first section was designed to provide leaders with information about the topic and purpose of the package, the characteristics of the target audience, the rationale for the package, and its physical characteristics. Also included were characteristics of the language used in the package, characteristics of leader and co-leader, and general outlines of the content for each package with a package overview.

In order to assist the leader in preparing and conducting the package, the section contained information on what to do before the session, how to conduct the session, and how the evaluation forms were to be administered. Questions for the leaders to answer regarding clarity and sufficiency of the information were also provided and served to assist Work Unit II staff in gathering information about the manual. The third section of the manual consisted of the session plans themselves, as stated previously. These session plans were written in self-instructional, step-by-step fashion-- giving leaders specific instructions on how to conduct the session, including content and procedures to follow. The purpose of the session plans was to help a leader present the information regardless of previous experience in leading group discussions. Following each session plan was a self-instructional Self-Test on the content for the leaders to test themselves on knowledge. An answer key to these "Self-Tests" was placed at the end of the manual.

The following describes the media materials and instructional strategy developed for the pilot version of each package.

Package I: "Family Roles and Relationships"

Media materials developed for Package I consisted of a slide/audiotape presentation, a slide talk, a flipchart/audiotape presentation, a game, problem cards, a videotape, and posters.

The instructional strategy used in all four session plans was first, introduction of session; then, presentation of content, including presenting media, discussion of content points, and in two sessions a game or a problem card activity; and finally, a summary.

Package II: "La Familia y El Respeto"

Media materials developed for Package II consisted of two ten-minute videotapes and three audiotapes; one for a slide/sound presentation, a second in radio novela format, and a third to serve as an introduction to the session content. Printed media consisted of four sets of flipcards and consumable calendars.

The instructional strategy outlined in all four session plans included four main parts: an introduction to the session topic, the media presentation which was to illustrate the content points and stimulate discussion, an oral discussion of the media, and a review of the major content points using the flipcards.

Package III: "Ways to Discipline Children"

The media developed for this package were: four three-minute videotapes which illustrated each of the four discipline techniques; a flipchart to be used in all four sessions; three audiotapes for sessions One, Three, and Four; and a game for session Two. An effort was made to standardize both the media and the instructional strategy. This would simplify the leaders' task in presenting the information and mastering media presentation. The instructional strategy consisted of five steps:

- Introduction. This was meant to simply introduce the session content and media.
- Presentation. Major content points were presented via an inductive approach. The film/videotape was shown, which illustrated the use of particular discipline technique in two situations. Afterwards, a discussion of the film/videotape established the main content points pertaining to the technique.
- Formalization of the Technique. This was accomplished via a discussion of the points of the flipchart. Points not covered in the film/videotape were introduced, and points covered in the film/videotape were reinforced.
- Practice and Problem Solving. This was done by means of a game in one of the sessions. In the other three sessions, this was accomplished via a problem-solving audiotape.
- Summary. The leader at this point simply summarized the content points, using the flipchart.

5. Pilot Test Stage

Pilot test differed from Design test in two major ways. First, Early Childhood Program (ECP) staff did not conduct the training sessions; instead, this became the responsibility of test site personnel. Since the materials were designed to be self-instructional, sites did not receive training from SEDL. Second, the training packages were developed in full. The media and TV/Film presentations were no longer mock-up versions but now considered of actual materials themselves. The Leader's Manual was developed in full, including the completed session plans. The products at this point were three multimedia training packages, representing complete self-instructional learning systems ready for testing.

The following is a description of the process which was used in selecting Pilot test sites. During the months of March and April, 1977, ECP mailed approximately 250 letters to potential sites, throughtout the U.S.A. About fifty responses were received from the mailouts. Sites indicating that they would be interested in Pilot testing one or more of the packages were sent a second letter specifying the criteria for participants and leaders, as well as additional necessary characteristics (such as group size, meeting times, etc.) along with a contract of agreement. (See Appendix B for copy of letters, contract and list of sites.) Of the sites that met the specified criteria, a minimum of seven per package were selected to participate in Pilot testing. These sites were selected according to the following factors: (1) income eligibility as predetermined by program guidelines (i.e., Head Start, AFDC, and Low-Income Housing Parents); (2) geographical location, urban or rural; (3) equal ethnic representation of participants for Packages I and III and bilingual/bicultural leaders and participants for Package II.

During this phase of testing, participants were asked to evaluate the effectiveness of the session with regard to learning strategies, media, time frame, etc. The relevance of materials and the amount of content communicated to the target population was assessed by administering several evaluation instruments. Evaluation forms consisted of (1) Demographic Information forms, (2) Pre and Post Test and (3) Session Reaction forms. Both parent participants and package leaders were asked to fill these out for each session.

Information obtained from Pilot testing data, on-site observation by package developers and consultant reviews which took place during this phase provided the basis needed for further revisions and development of the leader's manuals, session plans, and media materials. (See Appendix C for copies of Consultant Reviews.)

Revisions of the Leader's Manual consisted of the following: The leader's skill section was expanded and the background information section contracted. A literature review was conducted to focus on the skills necessary to conduct a session (see Bibliography). The mode of presentation selected for the leader skill section of the manual was self-instructional. The manual was revised to contain a series of units of information on leader skills, each unit followed by several problem situations. After each situation, there was a space to answer the question and an answer. The design followed that of self-instructional frames, containing stimulus and response. The reading level of the manual was brought down and the tone was made more formal.

As a result of a consultant review by Dr. Gary McKenzie, major modifications in the instructional strategy of all three packages were made. (See Appendix C for a copy of McKenzie's report.) Package developers adapted the following instructional strategy as far as possible to each of the three packages.

1. Brief introduction stating goals, their practical importance, and the sequence of activities to be covered in the session.
2. Immediate presentation of the procedure or principles outlined on the printed media with elaboration by leaders.

3. Showing of the major media piece to demonstrate examples of principles followed by simplified discussion of situations.
4. Use of analysis tasks to extend parents' recognition and comprehension of principles or procedure through new examples (game, audiotapes, problem-solving cards).
5. Final activity in which leader asks parents to plan a solution to problems of personal interest in the group.

Other revisions or modifications specific to each package are described below.

Package I: "Family Roles and Relationships"

In Session One many of the leaders felt that the slide/talk presentation would be more effective if it was changed to a slide/tape presentation. They also felt that it would be helpful if additional slides were made to let them know just when the slide/tape would stop and discussion should begin. As a result of these findings, an audiotape was added which eliminated the leader's having to read the material; additional slides were added to let the leader know when the slide/tape would stop and discussion would start. Finally, an activity was added to the session.

In Session Two, the slide tape presentation remained the same. The game, "It's Your Move," underwent some major modifications. Basically, it was the mechanics of playing the game that had to be reworked. The content remained the same.

In Session Three, media required no modifications. Some refinement of the product was made because the ECP felt it needed minor polishing; therefore color was added to the illustrations.

In Session Four, a minor change was made to the audio in the videotape presentation. The content remained the same. The set of six posters used for discussion was modified slightly. Some wording was altered and the color of the paper was changed.

Package II: "La Familia y El Respeto"

A review by a second external consultant for Package II yielded additional information on which to base revisions during this stage. Among some of the recommendations offered by Dr. Teresa Escobedo (see Appendix C) were the following: (1) that the flipcharts be used prior to and after the media presentations, (2) that smaller group discussions be incorporated into the procedures, and (3) that more background information on each of the four subtopics be provided for the leaders in the manual.

As a result of the consultants' recommendations which were largely supported by on-site observations, both the session plans and the media materials were modified considerably. The background information to the leader on each of the four subtopics was expanded. Small group problem-solving activities were incorporated in Sessions Two and Three. The session procedures in general, were simplified and clarified.

Media revisions included replacing the cards with the summary points in Sessions One and Four with a set of two revised flipcharts. In Sessions Two and Three problem cards and envelopes were added to provide a small group problem-solving activity. In Session Two the audiotape script for the slide/sound presentation was revised and re-recorded, and the slides were produced and added. The Field test version of this product was a finished slide/sound presentation.

Package III: "Ways to Discipline Children"

On the basis of data from pilot and consultant review the materials in the package were modified as indicated below: For field test, it was decided that the outline format needed to be expanded. The outlines were changed to easily-read narratives which provided the leader with more information on the content. The sessions were sequenced so that rewards came first, setting limits second, listening third, and punishment last. The reason for this was because punishment (first in Pilot test) was so controversial a topic that it was felt that it could be saved for last when participants were more familiar with each other and at ease. Rewards came first because it presents a positive approach to discipline.

The instructional strategy was altered to accommodate the recommendations made by Dr. McKenzie. The flipchart was introduced first, with a short presentation on the particular technique in question. Then the film/video segments were shown to the participants. Then the problem-solving audiotapes (or game) were presented, which further reinforced the use of the guidelines. Finally, participants were to break into small groups and, using a problem of their own, try to apply the guidelines. This gave them practical experience in the use of guidelines with their children.

Because of time and money constraints, revision of media was kept at a minimum. The videotape/films were given new voice-over introductions and were resequenced according to the resequencing of the sessions. The flipchart was completely redone: the content was considerably expanded for each session. Background noise in two of the audiotape problem-solving segments was reduced and the sequence was changed, as per the resequenced sessions. An overview booklet was created to be handed out to the participants. Finally, the rewards game was redesigned. The rules of the Pilot test rewards game were too complicated. The new game was simpler and reflected the changes in content for the rewards session.

6. Field Test Stage

Field test site implementation was the same as that for Pilot test. As in Pilot testing, ECP staff left the responsibility of conducting the training sessions to test site personnel. Using the self-instructional leader training materials, site personnel field tested all sessions of the three training packages. Field testing of the packages provided Work Unit II staff with a final opportunity to obtain target group feedback on which to base the final recommendations for revisions. Field testing also provided summative evaluation data on the implementation of the multimedia training packages and on the outcomes of the training sessions.

The process followed for selection of Field test sites was similar to that for Pilot test; however, 125 additional sites were contacted. Of those sites indicating an interest in conducting training and those meeting the specified criteria, ten (10) sites per package were selected to participate in the Field test effort (see Appendix B). Criteria and contractual arrangements were the same as for Pilot test with one exception: Field test sites were given the option of purchasing the packages or returning same to ECP after training was conducted. Regardless of the option chosen, all sites were contractually obligated to return completed evaluation forms.

The collection of data from Field test was also largely dependent on the completion of a set of forms by both parent participants and leaders/co-leaders. As with the package materials, the evaluation instruments for Field test represented a revised version of those used in Pilot test. The same type of questions were asked as in Pilot testing. (See Appendix D for Field Test Evaluation Forms.) In addition to the written forms, Work Unit II staff also used information obtained from the Follow-up Study (see Chapter III for a description) to make their recommendations for final revisions.

During the Field test stage, a final group of consultants reviewed the Field test versions of the packages. Field test stage consultants were Dr. John Butler, Dr. Mary Serafine and Dr. Manuel Ramirez (see Appendix C for their full reports). Each of the consultants reviewed all three packages. The recommendations from consultants during this stage were basically suggestions for clarifying, elaborating, or providing examples for some of the content points. Some suggestions were also made to revise certain sections of the leader's manual, as well as to provide more information and/or instructions to the leader in the session plans. Consultant recommendations were incorporated into the recommendations for revisions provided in the tables and the end of this section.

The information collected from the various sources during the Field test stage was used to develop a set of recommendations for revisions before conducting marketing and diffusion activities. These recommendations for revisions represented the final step in the development of Work Unit II according to the SEDL six-stage developmental model.

The results of the Field test evaluation, reported in Chapter III of this report also provide the information required to determine marketability of the product and to facilitate diffusion. The activities required to market the multimedia training packages have already begun and will continue until the product has been successfully contracted to commercial publishers.

The major recommendations for revision specific to each package are listed in Tables 1, 2, and 3.

TABLE 1

Package I: Family Roles and Relationships

Field Test Version	Major Recommendations for Revisions
Media	
1. Slide/tape: Session I	
. Definition of terms	. Add slides with the terms (words) being defined.
. Audiotape	. Record audiotape to provide slower narration.
2. Slide/tape: Session II	
. Slide 17, Sign says MEN WORKING	. Change sign to read PEOPLE WORKING
. Page 57, Narration Children learn about male and female behavior from friends. Many times it is stereotypic behavior.	. Add Children learn about male and female behavior from friends. Many times it is stereotypic behavior and is inappropriate for the child who learns it.
Session Plans	
3. Session One Goals	
. Goal #1	. Goal should be: To teach parents the definitions and importance of the family, of family roles and of family relationships.
4. Introduction: Session III	
. Instructions to leader	. Relate session topic to package topic by adding the following to the introduction: "Sex education begins with the kinds of roles and relationships that are established between men and women, boys or girls, in the home.

TABLE 2

Package II: La Familia y El Respeto

Field Test Version	Major Recommendations for Revisions
Media	
1. Flipchart and flip cards in all four sessions	Change flip cards in Sessions II and III to the flipchart format used in Sessions I and IV. Add visuals to the flipcharts to help illustrate the content points.
2. Problem Cards in Sessions II and III	Revise to provide several possible approaches to resolving each of the problem situations.
3. Session IV	Add problem cards to provide problem-solving activity as in sessions II and III.
Session Plans	
4. Sessions I-IV	Provide more examples for the content points. (Use situations from evaluation forms if these are not used for purpose of evaluation.)
5. Slide/tape discussion Session II	Add to the discussion a point on the historical significance of culture in addition to its importance on individuals.
6. Leader's Manual Section I	Alert leaders to the possibility of some parents waiting until session is over to discuss personal problems with leader.

TABLE 3

Package III: "Ways to Discipline Children"

Field Test Version	Major Recommendations for Revision
Media	
1. Videotape situations: Sessions One - Four	Provide more videotaped examples, including negative illustration of guidelines; or make present videotape examples longer and more complex.
2. Rewards Game: Session Two Situations 3, 6, 7 were difficult for parents to understand. Three and 7 represent examples in which attention is given to misbehavior; 6 is an example of a bribe rather than a reward. Both concepts hard for parents to understand and accept.	Provide longer explanation of situations. See also Session Plans section below.
3. Flipchart: Session Three section	Resequence pages for Setting Limits section according to sequence in Session Plan.
Session Plans	
1. Overview of Package: Session One	Provide a stronger overview section which introduces the definition of discipline as self-discipline and gives a context or framework in which to apply the techniques.
2. Personal Problem-Solving Activity: Sessions One - Four	Explain that breaking up into small groups is optional.
3. Session One: Rewards	Provide additional explanations for concepts of rewarding misbehavior and the difference between bribing and the appropriate use of rewards.
4. Session Four: Punishment Parents tend to punish too quickly and believe that punishment teaches desired behavior.	Provide fuller explanations of ideas that punishment should be given only for repeated misbehavior and that it does not teach desired behavior.

D. BRIEF DESCRIPTION OF PRODUCTS

Each of the three multimedia training packages developed by Work Unit II consists of a self-instructional Leader's Manual, accompanying media materials, and the evaluation instruments used during testing, housed in a boxed container. The first section of the Leader's Manual is virtually the same for each package and contains basic information about the package, along with information about leader skills.

Tables 4, 5, and 6 are field test overviews which list the topic, media, and activities in each session of each package.

TABLE 4

FIELD TEST OVERVIEW: PACKAGE I
FAMILY ROLES AND RELATIONSHIPS

SESSION	ONE	TWO	THREE	FOUR
TITLE	Understanding Family Roles and Relationships	On Being Boys and Girls	Helping Young Children Learn About Sex	Techniques For Answering Children's Questions About Sex (or anything)
TOPIC	The topic of this session deals with how family role modeling contributes to the development of roles and relationships in young children.	This session provides parents with information on ways children acquire an identity with one sex or the other and the factors that determine how smoothly they learn to take on either the masculinity or femininity of the parent of the same sex.	This session explains that children's sexual development is a normal and natural consequence of children's need to explore, ask questions, and be curious. After establishing that children's sexual development is not to be mistaken for misbehavior, the session suggests practical ways for parents to deal with this behavior in a manner that neither gives unlimited freedom nor creates harmful attitudes in children.	The topic of this session is the importance of the family in establishing an early and continuing dialogue with young children about sex.
MEDIA	Slide, "Roles and Relationships of Family Members" Audiotape, "Roles and Relationships of Family Members" Projectionist Script, "Roles and Relationships of Family Members". Overview Brochures	Slides, "I'm Looking For Me" Audiotape, "I'm Looking For Me" Projectionist Script, "I'm Looking For Me" 1 Game Board "It's Your Move" 20 Game Cards 2 answer sheets 4 tees	Audiotape, "Children's Sexual Development" Flipchart, "Children's Sexual Development" Projectionist Script, "Children's Sexual Development" Problem Cards	5 Posters, "Techniques For Answering Children's Questions About Sex (or anything) Film/videotape, "Mommy! Daddy! Why...?"
ACTIVITIES	I. Introduction A. Welcome	I. Introduction A. Welcome	I. Introduction A. Welcome	I. Introduction A. Welcome

TABLE 4, continued

SESSION	ONE	TWO	THREE	FOUR
ACTIVITIES	I. Introduction (cont.) B. Evaluation Forms C. Package Overview	I. Introduction (cont.) B. Evaluation Forms	I. Introduction (cont.) B. Evaluation Forms	I. Introduction (cont.) B. Evaluation Forms
	II. Content Presentation A. Introduction of Session Topic B. Introduce, present and discuss slide/tape, "Roles and Relationships of Family Members" C. Explain take-home activity	II. Content Presentation A. Introduction of Session Topic B. Discussion of definition and importance of sex role identification C. Slide/tape presentation, "I'm Looking for Me" D. Game, "It's Your Move"	II. Content Presentation A. Introduction of Session Topic B. Discussion of definition and importance of sex education for young children C. Flipchart/tape presentation, "Children's Sexual Development" D. Problem Card Activity, "Suggestions for Guiding Children's Behavior"	II. Content Presentation A. Introduction of Session Topic B. Present and discuss posters, "Techniques for Answering Children's Questions about Sex (or Anything)" C. Present and discuss film/videotape, "Mommy! Daddy! Why . . .?" D. Personal problem-solving activity
	III. Wrap-up A. Summarize the Session B. Evaluation Forms C. Thank parents for participating D. Leader/Co-leader Session Reaction Forms	III. Wrap-up A. Summarize the Session B. Evaluation Forms C. Thank parents for participating D. Leader/Co-leader Session Reaction Forms	III. Wrap-up A. Summarize the Session B. Evaluation Forms C. Thank parents for participating D. Leader/Co-leader Session Reaction Forms	III. Wrap-up A. Summarize the Session B. Evaluation Forms C. Thank parents for participating D. Leader/Co-leader Session and Package Reaction Forms

TABLE 5

FIELD TEST OVERVIEW: PACKAGE II
LA FAMILIA Y EL RESPETO

SESSION	ONE	TWO	THREE	FOUR
TITLE	"Cada Uno Diferente, Cada Uno Especial"	"¿Quiénes Somos?"	"El Respeto al Derecho Ajeno"	"El Respeto es la Paz"
TOPIC	This session deals with the importance of the self-concept, the early influence on self-concept development, and how parents can help to develop strong and healthy self concepts in their children.	This session deals with sex group and cultural group identification and their importance in the development of children's self-concepts.	This session deals with the importance of fostering mutual respect in the family, the characteristics of a relationship based on mutual respect, and the ways in which parents can foster mutual respect in their families.	The main cause of many family conflicts is the lack of mutual respect. This session deals with resolving family conflicts through the use of mutual respect.
MEDIA	Audiotape, "Los Padres Hablan" Film videotape, "El Artista" Flipchart for Session One Overview Brochures	Slides, "¿Quiénes Somos?" Audiotape, "¿Quiénes Somos? Projectionist Script, "¿Quiénes Somos?" Flipchart cards for Session Two Problem Card Envelopes for Session Two	Audiotape, Radio-Novela, "El Poder del Respeto" Flipcards for Session Three Problem Card Envelopes for Session Three	Film/videotape, "Los Apuros Familiares" Flipchart, for Session Four Calendario
ACTIVITIES	I. Introduction A. La Bienvenida B. Evaluation Forms C. Package Overview Audiotape, "Los Padres Hablan" II. Content Presentation A. Warm-Up Activity B. Flipchart C. Film, "El Artista"	I. Introduction A. La Bienvenida B. Evaluation Forms II. Content Presentation A. Introduction of Session Topic B. Flipcards C. Slide/Tape Program, "¿Quiénes Somos?" D. Discussion E. Problem Card Activity	I. Introduction A. La Bienvenida B. Evaluation Forms II. Content Presentation A. Introduction of Session Topic B. Flipcards C. Radio-Novela "El Poder del Respeto" D. Problem Cards	I. Introduction A. La Bienvenida B. Evaluation Forms II. Content Presentation A. Introduction of Session Topic B. Flipcards (a) C. Film/videotape, "Los Apuros Familiares" (Part II) D. Flipchart (b) E. "Los Apuros Familiares" (Part II)

TABLE 5, continued

SESSION	ONE	TWO	THREE	FOUR
ACTIVITIES	III. Wrap-Up A. Something to Think About B. Evaluation Forms C. La Despedida D. Leader/Co-Leader E. Session Reaction Forms	III. Wrap-Up A. Summary Activity B. Evaluation Forms C. La Despedida D. Leader/Co-leader Session Reaction Forms	III. Wrap-Up A. Something to Think About B. Evaluation Forms C. La Despedida D. Leader/Co-leader Session Reaction Forms	III. Wrap-Up A. Summary Activity B. Evaluation Forms C. La Despedida D. Leader/Co-leader Session Reaction Forms

TABLE 6

FIELD TEST OVERVIEW: PACKAGE III
WAYS TO DISCIPLINE CHILDREN

SESSION	ONE	TWO	THREE	FOUR
TITLE	Using Rewards To Teach Behavior	Setting Limits	Listening To Children	Punishment
TOPIC	This topic deals with the use of rewards to teach behavior.	This session is about setting limits or making rules so that children will know how far they can go. The session discusses some guidelines parents can follow when setting limits, the importance of setting limit and the difficulties parents might face in setting limits.	The topic of the session is the use of listening to children as a technique which prevents and/or solves certain behavior problems.	The topic of this session is punishment, a discipline method that can be a helpful way of dealing with certain discipline problems. Included: when to use punishment, and how to use punishment effectively.
MEDIA	Flipchart, "Ways to Discipline Children" Film/videotape, on Rewards: "Making Beds" "Sharing" Game, "Rewards Wanted" Overview Brochures	Flipchart, "Ways To Discipline Children" Film/videotape, on Setting Limits: "Bedtime" "Saturday TV" Audiotape, on Setting Limits: "Staying Out After Dark" "Rock Pile" "Violent Temper"	Flipchart, "Ways To Discipline Children" Film/videotape, on Listening: "TV vs Making Beds" "T-Shirt" Audiotape, on Listening: "I Hate My Baby Brother" "I Wanna Bike" "Bleach Bottles"	Flipchart, "Ways To Discipline Children" Film/videotape, on Punishment: "Drawing On The Wall" "Fighting Over TV" Audiotape on Punishment: "Taking Money" "Matches" "Missing Badge"
ACTIVITIES	I. Introduction A. Welcome B. Evaluation Forms C. Package overview II. Content Presentation A. Introduction B. Presentation of Main Points Through Flipchart	I. Introduction A. Welcome B. Evaluation Forms II. Content Presentation A. Introduction B. Flipchart Presentation C. Film/videotape, "Setting Limits"	I. Introduction A. Welcome B. Evaluation Forms II. Content Presentation A. Introduction B. Flipchart Presentation C. Film/videotape,	I. Introduction A. Welcome B. Evaluation Forms II. Content Presentation A. Introduction B. Flipchart Presentation C. Flim/videotape, "Punishment"

TABLE 6, continued

SESSION	ONE	TWO	THREE	FOUR
ACTIVITIES	II. Content Presentation (cont.) C. Film/videotape, Segments on Rewards D. Game, "Rewards Wanted" E. Personal Problem-Solving Activity III. Wrap-Up A. Summary of Session B. Evaluation Forms C. Thank You D. Leader/Co-Leader Session Reaction Forms	II. Content Presentation (cont.) D. Audiotape, Problem-Solving E. Personal Problem-Solving III. Wrap-Up A. Flipchart Review B. Evaluation Forms C. Thank You D. Leader/Co-Leader Session Reaction Forms	II. Content Presentation (cont.) C. "Listening to Children" D. Audiotape Problem-Solving III. Wrap-Up A. Flipchart Review B. Evaluation Forms C. Thank You D. Leader/Co-Leader Session Reaction Forms	II. Content Presentation (cont.) D. Audiotape Problem Solving E. Personal Problem-Solvin III. Wrap-Up A. Flipchart Review B. Evaluation Forms C. Thank You D. Leader/Co-Leader Sessio and Package Reaction Forms

III. Field Test Evaluation

A. PURPOSE

Assessment of the field test effort was conducted for both product development and evaluation purposes. Information was collected in order to provide:

(1) feedback information to material developers for final package revisions;

(2) decision information to potential users on expected workshop outcomes and on training implementation.

In the following section, however, the discussion is limited to the more summative aspects of the field test assessment. The sample of sites that participated in the field test is presented first, followed by some demographics on participants and leaders in that sample. Next is discussed, in turn, the measurement, data collection, analysis, and findings on Learning outcomes and the Follow-Up Study. Finally, the findings for each, accompanied by an interpretation of the findings, are offered.

B. SAMPLE

1. Sites

The following describes the sites and participants who qualified to be included in the data analysis. The sample of sites receiving training packages for field testing was determined according to SEDL's eligibility criteria of geographic location, income, and ethnic representation and to the sites' willingness to participate in the field testing (See Chapter II, pp. 29 and 33.) The sample of sites, therefore, was not random, and should not be considered representative, in any statistical sense, of service agencies and school districts at large. A total of eighteen different sites, ten representing service agencies and eight representing school districts, requested and received training packages. (See Appendix B for list of sites.) Of these, fifteen completed twenty-five workshops of four training sessions each by October 20, 1977, the cutoff date for returning data to SEDL in time for use in this report. (Some sites used more than one package or gave one package more than one time, therein accounting for the discrepancy between the number of sites that returned data and the number of workshops conducted.)

2. Participants: Criteria for Inclusion in Data Analysis

Within each of the twenty-five training workshops the number of participants varied from session to session. Some participants attended all four of the training sessions; most came only one time. Because each of the four sessions in a training workshop was considered autonomous, a participant did not have to attend more than one session to be included in the analysis for that session. As long as he or she completed the Parent Booklet, the Parent Pretest, and the Parent Posttest (see Appendix D for copies of the forms), a participant was included in the analysis of learning outcomes. Table 7 summarizes the number of sessions attended by workshop participants across all packages, counting only those participants with completed forms.

TABLE 7

WORKSHOP PARTICIPANTS

# of Sessions Attended	# of Participants with Completed Forms	% of Total Participants
1	138	45.25
2	69	22.62
3	52	17.05
4	46	15.08
	Total = 305	100.00%

Overall, the number of participants attending any one session was small. The mean number of participants per site was 7.2. The largest number of participants in any one session at any one site across all packages was fourteen. Sites reported difficulty in recruiting parents because of the time of year (before or at the beginning of the school year), insufficient time for recruitment, attrition from one session to another, etc.

The small number of participants at any one site for any one session presented a problem for analysis of test scores. For any session, all sites with less than five participants was eliminated from the statistical analysis of test scores for that particular session. (Sites with less than five participants were, however, included in the Follow-Up Study.) The total number of participants per session who returned the required three forms and the number of sites included in the analysis of test results for each session is summarized in Table 8.

TABLE 8

Number of Sites and Participants* per Site by Package and Session

Package & Session	Total # Sites That Returned Data	# Sites With ≥ 10 participants	# Sites With ≥ 8 participants	Number Sites Analyzed (# Sites With ≥ 5 Participants)	Total # Participants Included in Analysis
Package I					
Session 1	11	5	8	10	96
Session 2	10	2	4	9	69
Session 3	10	0	4	8	56
Session 4	8	0	2	5	36
Package II					
Session 1	6	3	4	5	50
Session 2	7	1	3	6	42
Session 3	6	1	2	5	
Session 4	6	0	2	4	28
Package III					
Session 1	5	3	3	4	41
Session 2	5	1	2	4	33
Session 3	5	2	3	4	36
Session 4	5	1	3	4	36

*Includes only those participants who completed the Parent Booklet, the Parent Pretest, and the Parent Posttest.

3. Profile of Participants

Information on participants in the MMTP workshops is summarized in Table 9. (This includes only those participants who completed the Parent Booklet, the Parent Pretest, and the Parent Posttest.) The information presented was taken from the Parent Booklet (see Appendix D.) The majority of participants were female parents of preschool children, married, with less than twelve years of education, and with some previous exposure to parenting information. The participants in Package II (bilingual) were more likely to be older, Mexican American or Spanish-speaking, married, and parents (rather than siblings or grandparents) than participants in the other two packages. Package II participants' family size was larger, as was income. More males participated in Package II than in the other two packages. Although more Mexican Americans participated in Package II than in the other two packages, as would be expected, at least 20% of the participants in the other packages were Mexican American. Blacks represented over half the participants in Package II and about a third of the participants in Package I.

TABLE 9

Demographics of Workshop Participants

	Package I (n = 123)*		Package II (n = 96)*		Package III (n = 86)*	
	n	%	n	%	n	%
Sex:						
Male	7	5.69%	18	18.95%	9	10.71%
Female	116	94.31	77	81.05	75	89.29
Age:						
Under 25	43	43.44%	17	18.09%	35	41.17%
26 - 36	57	46.72	39	41.49	38	44.70
Over 36	12	9.84	38	40.43	12	14.11
Ethnicity:						
Black	38	31.15%	0	-	44	54.32%
Mexican-American	31	25.41	78	83.87%	17	20.99
Caucasian	40	32.79	3	3.23	16	19.75
Other	13	10.69	12	12.90	4	4.94
Language spoken at home:						
Spanish	5	4.27%	40	43.01%	0	-
English	83	70.94	8	8.60	70	82.35%
Both	29	24.79	45	48.39	15	17.65
Marital Status:						
Married	60	49.59%	88	92.63%	46	54.12%
Single	25	20.66	2	2.11	17	20.00
Separated/ Divorced/ Widowed	36	29.75	5	5.26	22	25.89
Role of Participant:						
Parent	104	85.95%	92	100.00%	77	95.06%
Brother/Sister	13	10.74	0	-	3	3.70
Other	4	3.30	0	-	1	1.23

* n for any particular variable may not equal the total n because of missing data.

TABLE 9, continued

	Package I		Package II		Package III	
	n	%	n	%	n	%
Avg. household size (no. of persons)	4.86		5.57		4.58	
Avg. no. adults in household	2.14		2.16		1.97	
Avg. no. children in household	2.75		3.60		2.74	
% participants with preschool children at home	96	78.05%	75	78.13%	76	88.37%
Employment Status:						
% unemployed	83	67.48%	49	52.69%	37	43.02%
% employed**	40	32.52	44	47.31	49	56.98
% fulltime	36	85.71	30	71.43	40	80.00
% parttime	6	14.29	12	28.57	10	20.00
Average Income	$6499		$8764		$6769	
% low income***	59	47.97%	39	40.63%	38	44.19%
Avg. no. years of school completed	10.19		8.45		10.91	
% with ≤ 12 yrs. of education	83	67.48%	77	80.21%	45	52.33%
% of participants who are target population****	32	26.02%	26	27.08%	20	23.26%
Previous exposure to parenting information:						
Through workshops	38	31.40%	18	19.78%	30	35.29%
Through TV	65	54.62	37	38.95	52	61.90
Through reading	84	70.00	50	52.08	61	72.62

** The number of fulltime and parttime persons does not equal the number employed because of missing data.

*** See p. 54 for explanation of target index.

**** Respondents with missing data on target index (14) are considered nontarget, and therefore the percentage of the sample that is target is most likely underestimated.

Across all three packages, the percentage of participants meeting all three criteria for target population membership was about 25%.* However, at least 75% had preschool children. At least half had twelve or less years of education. Slightly less than 50% met the criteria of low income.

4. Profile of Workshop Leaders

A summary of leader demographics is presented in Table 10. All but two workshop leaders were females. Six of the seven leaders for Package II were Hispanic; the seventh, although Caucasian, was bilingual. Leaders for Package I and II represent different ethnic groups, although there were fewer Mexican American and Black leaders than Caucasian leaders for both. For the most part, leaders were in their thirties, with two or three years of education beyond high school. They generally

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*Target population was defined as low income parents of preschool age children. Income figures were collected for a family unit (Parent Booklet, Question #10, Appendix D.) The total family income was divided by the total number of persons living in the household (Parent Booklet, Question #3) to arrive at a rough index of the relative disposable income of a family. Low income was then used to describe those families with an income equal to or less than the Labor Department's poverty income level set for a nonfarm family of the same size (Education Daily, April 21, 1977, p. 4). Thus, low income for a family of one is defined as less than $2,970; of two, less than $3,930; of four, less than $4,890; of five, less than $6,810; etc. with a $960 increment for each additional family member.

Target population was further defined to mean parents with limited exposure to parenting skills in the areas of discipline, family roles and relationships, and respect in the family. Education was used as a proxy measure of familiarity with parenting skills, and parents with less than a high school education were designated as target.

In summary, target participants were considered:
1) to be parents, and
2) to have preschool children living in their household, and
3) to be low income, and
4) to have twelve or less years of education.

A participant was considered a member of the target population if and only if she or he met all four of the above criteria.

TABLE 10

Profile of Package Leaders

	Package I (n = 9)*	Package II (n = 7)*	Package III (n = 6)*
Sex:			
Male	0	0	1
Female	9	7	5
Mean Age	37.67 years	33.14 years	41.66 years
Parents:			
Yes	5	3	5
No	4	4	1
With Preschool Children:			
Yes	0	1	2
No	9	6	3
Ethnicity:			
Black	0	0	2
Mexican American	2	4	1
Anglo	6	1	3
Other	1	2	0
Mean Years Education	15.22 years	14.14 years	15.50 years
Previous Experience:			
Teaching	Yes = 8 No = 1	Yes = 5 No = 1	Yes = 6 No = 0
Leading training workshops	Yes = 6 No = 3	Yes = 4 No = 2	Yes = 6 No = 0
Early Childhood Education or Child Care	Mean = 5.78 years	Mean = 3.83 years	Mean = 9.60 years
Adult Education	Mean = 2.78 years	Mean = 1.33 years	Mean = 2.80 years
Working with low income adults	Mean = 6.33 years	Mean = 5.00 years	Mean = 6.66 years
Previous training in teaching	Yes = 5 No = 3	Yes = 4 No = 2	Yes = 5 No = 1
Remuneration received for leading workshop	Yes = 1 No = 8	Yes = 2 No = 5	Yes = 1 No = 5

* n for any particular variable may not equal the total n because of missing data.

had experience in teaching, in early childhood education, and in working with low income adults. Most workshop leaders led training sessions as part of their regular jobs and were not hired specifically to lead the MMTP sessions.

C. LEARNING OUTCOMES

1. Instrumentation

A series of ten-question multiple choice tests were written for each of the packages in order to measure participants' understanding of some of the parenting concepts and techniques presented in each package. A separate test was written for each of the twelve sessions: there were three packages of four sessions each. Work Unit II staff derived three to six behavioral objectives for each session from the more general goals for that session. Test items were generated from these behavioral objectives. Attention was directed to syntax, language, and cultural appropriateness of the items, and to the relevance of the items to the objectives of each session. It is important to emphasize that the tests are criterion-referenced, written by ECP staff and not test writers. Although staff would argue in defense of the tests' face validity, it does not hold the items to any stricter definition of reliability or validity in a statistical sense. (See Appendix D for the actual test forms for each package.)

2. Data Collection

Copies of the tests were included in the materials mailed to training sites. Detailed instructions on how to explain the importance of information collection to participants were included in the Leader's Manual. Workshop leaders were requested to explain the rationale behind field testing and to administer the test at each session. The Parent Pretest was given at each session before the presentation of training content; the Parent Posttest was administered at the end of the training session. At each session, the test form for both pre and post were identical; only the name was changed. Because workshop leaders were responsible for test administration, SEDL had no control over test conditions. The amount of time taken for completion of the forms varied from site to site, dependent upon participants' language ability and education level. At several sites leaders reported having to read the items aloud to participants. Leaders complained of the forms -- either their length, their difficulty, or more commonly, of the imposition and threat they represented to the participants. At a few sites, parents actually refused to take the tests. In short, testing conditions were not standardized and were far from ideal.

3. Data Analysis

The three models used were as follows:

Model 1

$$Y = a_0U + a_1S_1 + \ . \ . \ . + a_iS_i + b_1P_1 + \ . \ . \ . + b_iP_i + E^{(1)}$$

Y is a column vector of dimension n containing posttest measures for each individual at Site i.

S_i is a column vector of dimension n containing a one if the corresponding element in Y was observed on a participant at Site i; zero otherwise.

P_i is a column vector of dimension n containing pretest measures for an individual at Site i if the corresponding element in Y was observed on a participant at Site i; zero otherwise.

$E^{(1)}$ is the residual vector.

Model 1 is capable of detecting differences in gains for different levels of initial performance. It allows computation of expected posttest score for a participant at Site i having a pretest score of P, $[\hat{Y} = a_0 + a_i + b_i(P)]$. Model 1 also allows computation of expected gains for that particular person, $[\hat{G} = a_0 + a_i + b_i(P) - (P)]$. These estimates are stable even under conditions of multicolinearity.

Model 2

$$Y = a_0U + a_1S_1 + \ . \ . \ . + a_iS_i + b_3P + E^{(2)}$$

P is a column vector of dimension n containing pretest measures for all individuals.

Model 2 assumes that the test-retest coefficients are essentially equal across sites. The differences in gains are assumed to be the same for all levels of pretest performance. Thus if this model is appropriate, gains can be computed for each site without regard for initial score difference. Therefore, the expected posttest score for a participant at Site i becomes $a_0 + a_i + b_3P$, and an estimate of equal gains between Site 1 and Site 2 for subjects having pretest scores of zero is represented by the formulas: $a_0 + a_1$ and $a_0 + a_2$.

Model 3

$$Y = a_0U + b_3P + E^{(3)}$$

Model 3 assumes that the test-retest coefficients and the site gain coefficients are both equal. Model 3 is constructed so as to be "blind" to site and initial difference effects. If this model fits the data as well as the other two, there is some reason to believe that the differences in gains between sites are small enough to be due to chance.

In Model 1, the hypothesis of equal gains implies $a_1 = a_2 = a_3$ and $b_1 = b_2 = b_3$. Model 2 imposes the restriction $b_1 = b_2 = b_3$ and implies that $a_1 = a_2 = a_3$. Model 3 imposes both the restrictions $a_1 = a_2 = a_3$ and $b_1 = b_2 = b_3$ and implies that gains are equal for all individuals.

An overall test of group differences is represented by

$$F_{13} = \frac{(ESS_3 - ESS_1)/(2i-1)}{ESS_1/(n-2i)} \qquad H_0\colon\ \begin{array}{l} a_1 = a_2 = a_i \\ b_1 = b_2 = b_i \end{array}$$

where i = the number of sites and n = total number of participants across sites.

A test of equal slopes between groups (stability of pre/posttest scores) is represented by

$$F_{12} = \frac{(ESS_2 - ESS_1)/(2i - i)}{ESS_1/(n - 2i)} \qquad H_0:\ b_1 = b_2 = b_i$$

A test of equal adjusted posttest means between groups is represented by

$$F_{23} = \frac{(ESS_3 - ESS_2)/(i - 1)}{ESS_2/(n - i)} \qquad H_0:\ a_1 = a_2 = a_i$$

Estimates of α and β were generated for each site at each training session. The three hypotheses concerning gains were tested for statistical significance for each of twelve training sessions. Further, the standard error of estimates for predicted posttest scores, the assumptions behind the linear model, and the graphs for Model 1 were examined each in turn in order to assess the educational significance of the gains.

4. Findings

Table 11, the Summary Table of Analysis, presents the results of the analysis of field test data. To begin, the α levels of the F-tests comparing Model 3 to Model 1 (column 1) are examined. α_{13} represents the probability of having equal expected gains at each site and equal expected test-retest coefficients between sites. If there is a large α, ($\alpha \geq .10$), then it can be concluded that there is no difference between the a_is or the b_is in Model 1. If an α equal to or less than .10 is found, then, differences exist between the a_is and/or the b_is. The hypothesis

TABLE 11

SUMMARY TABLE OF ANALYSIS° USED TO ESTIMATE GAINS FOR EACH OF 12 TRAINING SESSIONS, WORK UNIT II

Package & Session	α Level Model 13	α Level Model 12	α Level Model 23	S.E.E. Model 1	σ_Y	Lowest b_i for each session	Highest b_i for each session	# Sites per sess. with ≥ 5 participants	# Participants (total per session)
PACKAGE I									
Session 1	.94	.78	.90	1.15	1.45	.21	.89	11	96
Session 2	.58	.82	.25	1.27	1.88	.10	1.12	9	69
Session 3	.80	.66	.74	1.59	1.90	.24	1.48	8	56
Session 4	.81	.86	.50	1.05	1.50	.24	.80	5	36
PACKAGE II									
Session 1	.00*	.13	.00*	1.22	2.17	-.00	.95	5	50
Session 2	.02*	.00*	.52	1.24	1.71	-.12	1.33	6	42
Session 3	.04*	.11	.06*	1.65	2.14	-.53	1.15	5	39
Session 4	.00*	.07*	.00*	1.23	1.80	-.03	.94	4	28
PACKAGE III									
Session 1	.14	.82	.03*	1.94	2.18	.22	.70	4	41
Session 2	.02*	.35	.01*	1.01	1.71	.52	1.22	4	33
Session 3	.42	.11	.93	1.33	2.17	.62	1.55	4	36
Session 4	.93	.84	.80	1.50	1.97	.18	.80	4	36

° Ward, J.H. Jr., and Earl Jennings, Introduction to Linear Models. Englewood Cliffs, N.J.: Prentice-Hall Inc., 1973

* Significant at $\alpha \leq .10$

that $a_1 = a_2 = a_3$, and that $b_1 = b_2 = b_3$ can be rejected. It is possible that differences between sites are greater than the differences between individuals, or, that the slopes are unequal, or, that both the previous statements are true.

A look at column 1 on Table 11 reveals differences in only five of the twelve training sessions, even when the .10 level of significance is used. Four of the five significant differences are for Package II, the bilingual materials. For these five sites, there is a .10 probability that the Fs generated were large by chance. It can be concluded, therefore, that expected gains for individuals at these five sites with different pretest scores are not the same; there are differences between the a_is and/or the b_is. The F-test comparing Models 1 and 3 does not reveal, however, if these differences in expected gains are attributable to site (a_is), and/or to initial pretest differences (b_is).

The ambiguity is cleared by looking at the other two comparisons. The F-statistic comparing Model 1 to Model 2 represents a test of equal slopes. It examines whether differences in expected gains between two groups depends on p -- or pretraining knowledge of the parenting material contained in the workshop. It tests the hypothesis $b_1 = b_2 = b_3$, or the hypothesis that the slopes of the lines representing predicted gains are equal. If the hypothesis of equal slopes is accepted, then it can be said that no matter how much individuals at a site with pretest p know about the parenting material presented before the workshop, they can all be expected to learn by the same amount as individuals with the same p at another site. It can be said that pretest level of the group is not related to an individual's posttest score.

The F-statistic comparing Models 1 and 2 (column 2, Table 11) is significant at α=.10 in two of the twelve sessions, both for Package II. (Session 3 of Packages II and III are significant at α=.11.) Thus the hypothesis that $b_1 = b_2 = b_3$ is rejected, and it is concluded that expected gains in Package II, Sessions 2 and 4 are related to initial pretest scores. It can be said that the amount by which a participant at site i can be expected to learn depends on p.

It seemed likely that pretest scores were related to posttest scores in more than two of the sessions. Therefore, the graphs of Model 1 for all sessions were plotted in order to examine them visually. Using the formula, $\hat{G}_j = a_0U + a_iX_i + b_i(X_j) - X_j$, expected gains for individuals (j) at different sites (i) with pretest scores of one and nine were computed (see Tables 12-23, pp. 71-93) for Model 1 computer output). The graphs of Model 1 for all twelve sessions were then plotted in order to see the relationship of pretest score to expected gains (see Figures 1-12, pp. 70-92 for Graphs of Expected Gains).

Despite the fact that significant F's (comparing Models 1 and 2) were observed in only two of twelve sessions, note that for certain of the sessions, the lines for each site are not parallel. In fact, some of the sites show expected losses in the upper ranges of initial scores. The graphs of expected gains suggest that individuals with the same p cannot be expected to gain by the same amount at different sites.

Now the question of the rate of learning at each site will be examined. The F-statistic comparing Models 2 and 3 examines differences in expected gains across sites. It tests whether or not differences in expected learning outcomes are related to differences in the way training occurs at different sites--without regard for pretest scores. If the F-statistic is significant, the hypothesis $a_1 = a_2 = a_3$ is repeated. It can be said that differences in the way the training materials are implemented at different sites is related to expected gains. In other words, a participant at site 1 with a pretest score of p can be expected to gain by a different amount than an individual at site 2 with the same level of initial performance (p). If Model 2 is accepted, the hypothesis that $a_1 = a_2 = a_3$ is rejected. The coefficients a_1 and a_2 can be considered unbiased estimates of the expected gain of individuals at sites 1 and 2, and the difference between a_1 and a_2 can be said to represent an estimate of the expected difference in change between the two individuals.

Column 3 of Table 24 (p. 95) reveals significant differences in five of twelve sessions: three for Package II and two for Package III. It can be concluded that, controlling for initial score, differences between sites are significantly related to expected gains in these five sessions. That is, the way training occurs tends to make a difference for three of the four bilingual sessions and for two of the Discipline sessions. It can be inferred that differences in leaders do make a difference. In column 3, Table 24, no significant differences in gains were found for any of the Family Roles and Relationships sessions. For Package I, the hypothesis that site leaders do not make a difference ($a_1 = a_2 = a_3$) cannot be rejected on statistical grounds. This finding should be treated as less than conclusive, however. It is believed that some of the non-significant differences in gains between sites are indeed large enough as not to be due to chance. There is a question concerning the reliability of the F-statistics.

This is so because there is a question concerning the assumptions behind the models, and hence, concerning the reliability of the F-statistics generated by the models. These assumptions include: random sampling, normal distribution, homoscedasticity, and independence. Normality of distribution and independence of posttest scores across individuals have been assumed. It is known, however, that neither sites nor individuals were randomly chosen. Sites were selected by a prescribed criteria (see p. 47), and individuals within sites either volunteered to participate or were required to participate by some regulation at their training site. Individuals were not randomly assigned to the workshops. It appears also that the assumption of equal variance of the y scores has been violated. Although this possibility has not been tested statistically, the range of the standard deviation of y scores for sites within a session suggests this possibility (see Table 24). Because of the violation of the assumptions of random sampling and of homoscedasticity, caution in interpreting or accepting the no-difference findings of the comparison between Models 1 and 2 is urged.

It was originally intended only to compare sites according to the degree of learning produced. But since, for reasons just discussed, it is believed that initial scores are related to expected gains, it would be unwise to make general comparisons across sites.

It was decided instead to examine expected gains within sites for any one session, taking initial score differences into account. The violation of the model's assumption is far less of a concern when predicting the "success" (expected gains) of participants than when the F-statistics are used in hypothesis testing.

Examination of the standard error of estimate of y offers some assurance that this approach is sound. The S.E.E. is important in estimating expected values. It tells how much the actual posttest scores vary around their mean, or y. If the S.E.E. is large, then the posttest scores are scattered around the line representing expected gains for a particular site. If the S.E.E. is small, the posttest scores cluster close to the line. The magnitude of the S.E.E. is evaluated by comparing the S.E.E. to the standard deviation of y. Reference is made to columns 4 and 5 of Table 11, p. 61. In this study, the S.E.E. was smaller for all twelve sessions than the standard deviation of y. The actual y scores fall roughly within two-thirds of a standard deviation from the line of expected gains. A judgment is made that the S.E.E. is not large, and thus that the estmates of how much an individual at site *i* with a pretest score p can be expected to learn are reliable.

To return, then, to the discussion of expected gains for individuals within sites, reference is made to the graphs in Figures 1-12. Consider Session 1 of "Family Roles and Relationships" (Figure 1, p. 70). For participants scoring three on the pretest, the expected test score point gain ranges from 1.5 to 5. In the range of pretest scores 0 - 4, the differences are most probably statistically significant.

For participants scoring eight on the pretest, the expected test score point gain ranges from .5 to 1.25. First, it should be noted that low pretest scores are associated with larger expected gains than high pretest scores. Second, it can be noted that where a participant receives training influences his or her posttest score more in the lower ranges of pretest scores, than in the higher ranges. To obtain the most gain, a participant with a low entry score should receive training in one of the sites with the steepest slopes.

A similar situation exists for Session 2 in "La Familia y El Respeto" (Figure 5, p. 78). For participants with an initial score of three, the expected gains range from .7 to 5.7. Expected gains for participants with an initial score of 8 range from -.1 to 1.3. Again, low pretest scores are associated with larger gains than are high pretest scores. In fact, high pretest scores are associated with negative expected gains in two of the sites. This suggests that some types of implementation and some leaders are not appropriate for individuals who already know a lot about the training material. Conversely, these same sites are associated with large expected gains for individuals unfamiliar with the training material. Once again, the conclusion is that where an individual can be expected to learn the most depends on his or her initial score.

Session 1 of the Discipline Package is the last example examined (Figure 9, p. 86). There are differences in expected gains for individuals with a pretest score of 3, but the differences are not so large as those in the other two Session 1's. The range here is from .4 to 2.7. Differences in expected gains increase in the higher range of pretest scores. For participants with an initial score of 8, the expected gains range from approximately -3.0 to .5. It appears that training for individuals with a pretest score of seven or greater is not associated with expected gains in any of the sites. Pretest scores in the lower ranges are associated with gains in all of the sites, but how much an individual with a pretest score of 3 can be expected to gain depends on where he or she received training.

When the remaining graphs for each session are examined, the same sort of picture emerges for individuals with different pretest scores at different sites. Different pretest scores are associated with different expected gains, particularly in the lower and higher ranges. For the average pretest score, the range of expected gain is smaller, being about 1.5 test score points. Further, the site at which an individual with a particular pretest score receives training has an influence on that individual's expected learning. The general conclusion that can be reached, then, is that significant gains are associated not only with initial score differences, but also with differences in the way training is implemented across sites. In the next section, using information from the Follow-Up Study, the way in which the training material was implemented at the different training sites is examined in more depth.

FIGURE 1

Package I Session 1 Graph of Expected Gain

G_i: G = Site
i = 1-11, the order in which site entered into linear model equation

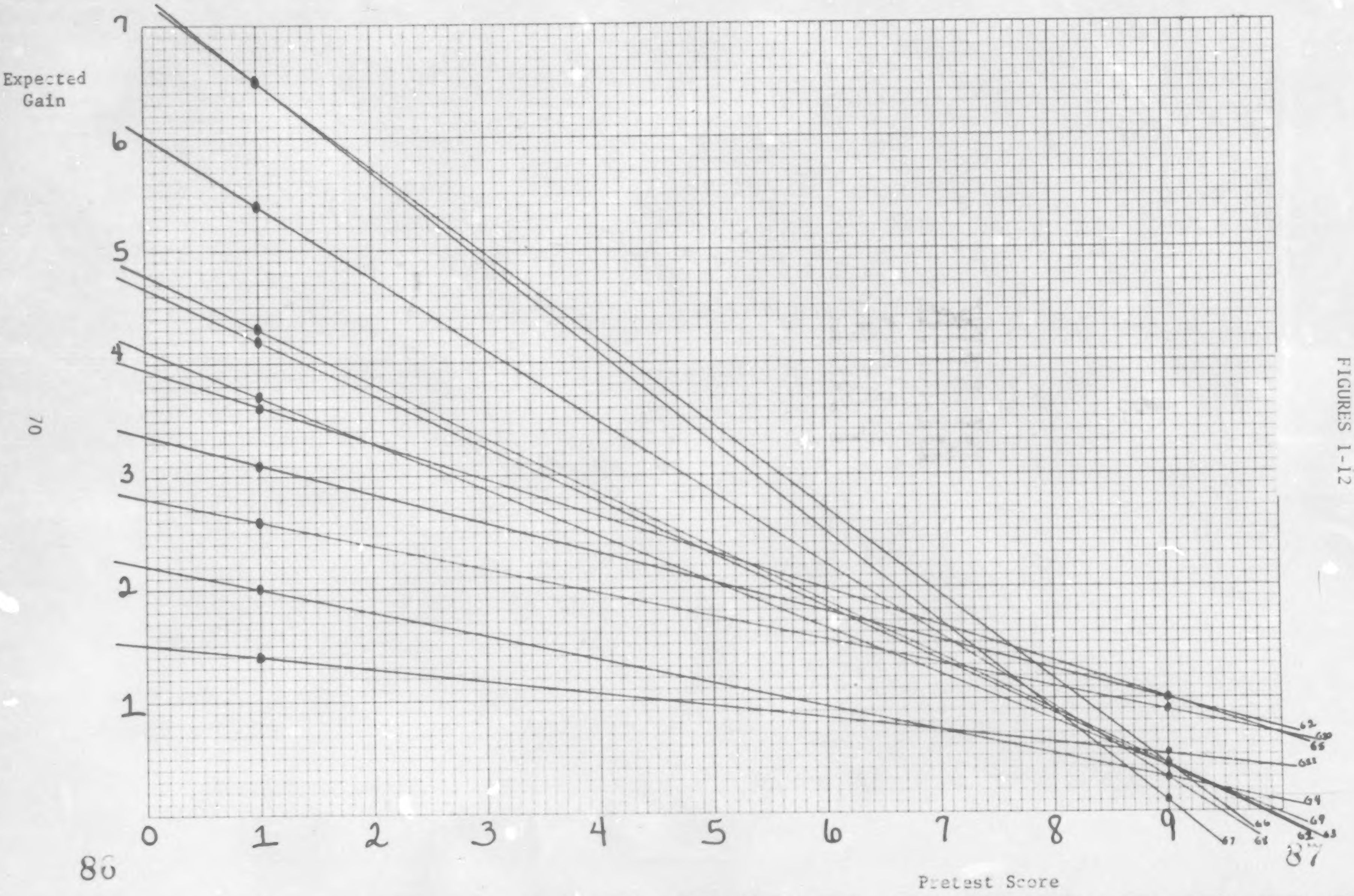

TABLE 12 Package I Session 1 Computer Output for Model 1 of Expected Gains

TABLE 12

Package I Session 1 Computer Printout for Model 1 of Expected Gains

```
MODEL            ITERATION TOLERANCE=0.0000001U

  CRITERION          23
  PREDICTORS       1 - 22

VAR.NO. CORRECTION   RSQ.          ERROR S.S.      ERROR MSQ.   ITER.

  11  -0.1794398   0.0321986      195.4377         2.0797      1
  22   0.1570036   0.1147351      178.8160         1.9228      2
  12   0.0235940   0.1340325      174.9181         1.9013      3
  17   0.0248688   0.1555997      170.5617         1.8743      4
  18   0.0189195   0.1683440      167.9874         1.8665      5
  20   0.0166628   0.1784398      165.9482         1.8646      6
  21   0.0164954   0.1886747      163.8808         1.8623      7
  16   0.0162539   0.1990658      161.7779         1.8595      8
   5  -0.0126175   0.2053222      160.4172         1.8653      9
  16   0.0120143   0.2118999      159.1875         1.8510     10

      RSQ.= 0.5225001   R= 0.7228   ESS=        96.45         2077

      BASED ON  23. PARAMETERS, ERRMSQ=    1.3212   STD.ERROR OF EST.=    1.1495

   VAR.NO.    RAW WT.      STD. WT.        ERROR   ENTRY VALIDITY

       1      -1.1767      -0.2482        4.2843     21    0.1386
       2      -2.4410      -0.5361        2.7045     12   -0.0815
       3      -1.0814      -0.2466        0.2074     17   -0.0890
       4      -3.6662      -0.7024       -2.0755     19   -0.0022
       5      -1.8671      -0.4100       -0.0500      9   -0.0364
       6       1.3273       0.2795       -0.9549     20    0.1386
       7       1.3737       0.2462       -0.3049     22    0.0947
       8       0.2418       0.0466       -1.3337     16   -0.0639
       9      -1.7924      -0.2469       -0.7124     18    0.0704
      10      -3.1014      -0.6232       -1.1784     15    0.0100
      11      -4.3721      -0.6697       -0.6930      1   -0.1794
      12       0.5230       0.9328        0.4025      3    0.1530
      13       0.6855       1.0565       -1.5474     11    0.0007
      14       0.5108       0.7891       -0.6061     13   -0.0427
      15       0.7876       1.2136        0.5263     10    0.0236
      16       0.6127       0.9967       -0.8298      8    0.0522
      17       0.7515       0.4014       -0.2808      4    0.1449
      18       0.2099       0.3136       -0.5592      5    0.0974
      19       0.2655       0.4330        0.2164     14   -0.0382
      20       0.5774       0.6822       -3.4460      6    0.0823
      21       3.7872       1.1665        0.5566      7    0.0666
```

5.8858 UNIT VECTOR WEIGHT

FIGURE 2

Package I Session 2 Graph of Expected Gain

G_i: G = Site
i = 1-9, the order in which site entered into linear model equation

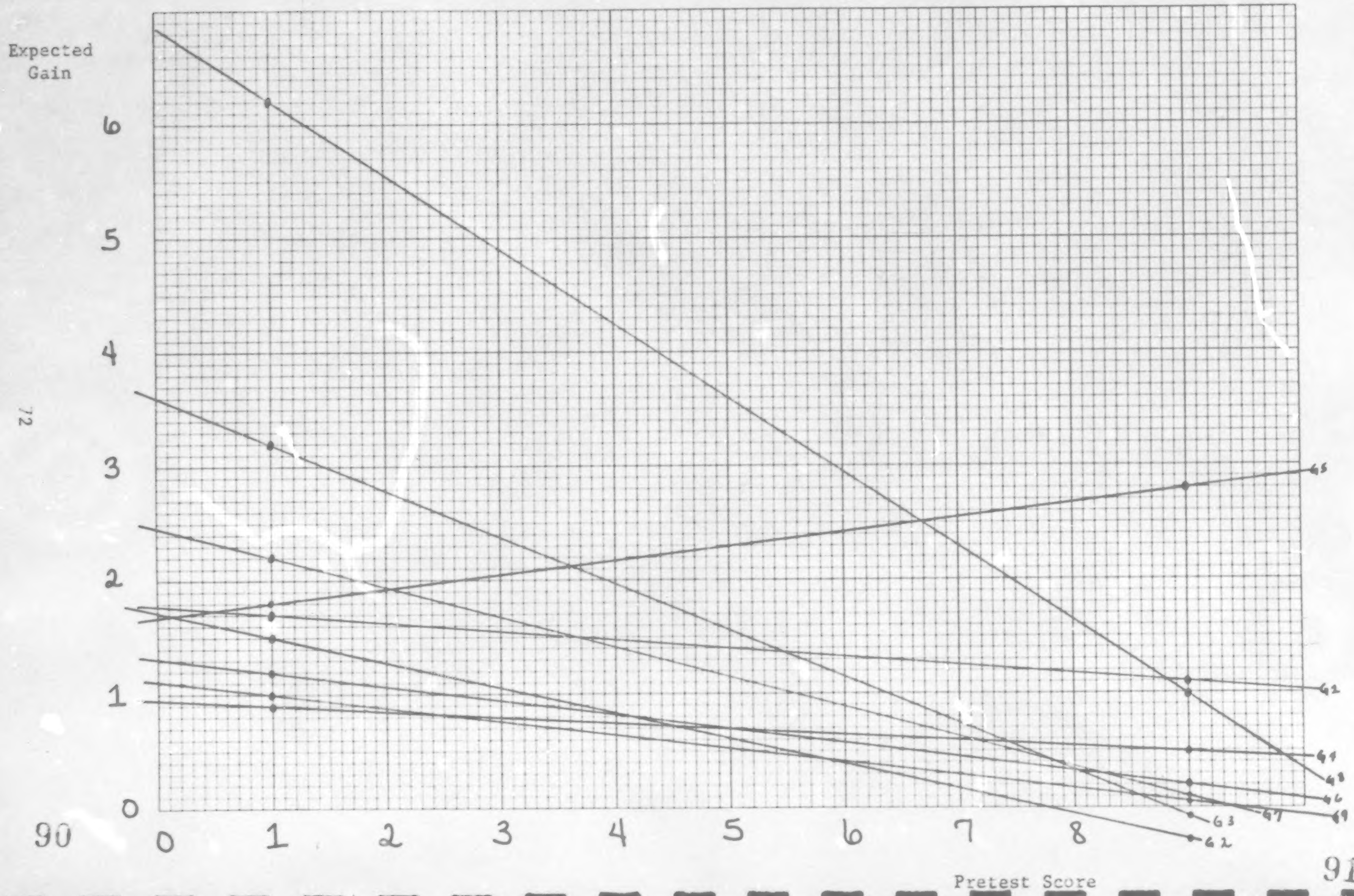

TABLE 13

Package I Session 2 Computer Output for Model 1 of Expected Gains

```
MODEL No. 1     ITERATION TOLERANCE=0.00000010

  CRITERION          19
  PREDICTORS       1 - 18

VAR.NO. CORRECTION    RSQ.            ERROR S.S.       ERROR MSQ.   ITER.

  10     0.2130367   0.0453846        233.6674           3.4906       1
   1    -0.1746516   0.0823480        224.8117           3.4062       2
  15     0.0352421   0.1154421        216.7043           3.3339       3
   8     0.0313419   0.1441371        209.6744           3.2762       4
  12     0.0281886   0.1707699        203.1473           3.2246       5
  16     0.0294573   0.2058727        194.5531           3.1379       6
  18     0.0252428   0.2365236        187.0510           3.0662       7
  13     0.0229528   0.2667331        179.6401           2.9940       8
  14     0.0182388   0.2903066        173.8604           2.9469       9
  11     0.0184404   0.3199982        166.5909           2.8723      10

      RSQ.= 0.6696829   R= 0.8183   ESS=        80.92          1033

      BASED ON  19. PARAMETERS, ERRMSQ=    1.6185   STD.ERROR OF EST.=    1.2722


  VAR.NO.     RAW WT.      STD. WT.        ERROR   ENTRY VALIDITY

     1        -0.6755      -0.1148       -1.5356     2    0.1654
     2        -0.7111      -0.1063        0.1745    17   -0.0843
     3         1.1865       0.2462        0.2866    14   -0.0234
     4        -1.4183      -0.2650       -1.6281    11   -0.1561
     5        -4.1197      -0.6160        0.0744    13   -0.0843
     6        -1.0917      -0.1502       -1.4868    16    0.1165
     7         0.1041       0.0186        0.0351    18   -0.0258
     8         4.7413       0.7070       -0.9213     4    0.1341
     9        -1.2557      -0.1875       -0.3585    15   -0.0024
    10         0.9256       1.0696       -1.8480     1    0.2133
    11         0.7789       0.7367       -2.2470    10   -0.0455
    12         0.5926       0.7457       -2.1058     5    0.0842
    13         0.9430       1.0639       -1.7573     8   -0.0066
    14         1.1196       1.2555       -2.6221     9   -0.0278
    15         0.8761       0.9163      -11.8594     3    0.1654
    16         0.7272       0.8408        0.0352     6    0.0533
    17         0.0952       0.1025       -3.0348    12    0.1341
    18         0.5771       0.9085        0.0647     7    0.0647

         2.4090 UNIT VECTOR WEIGHT
```

FIGURE 3

Package I Session 3 Graph of Expected Gain

G_i: G = Site
i = 1-8, the order in which site entered into linear model equation

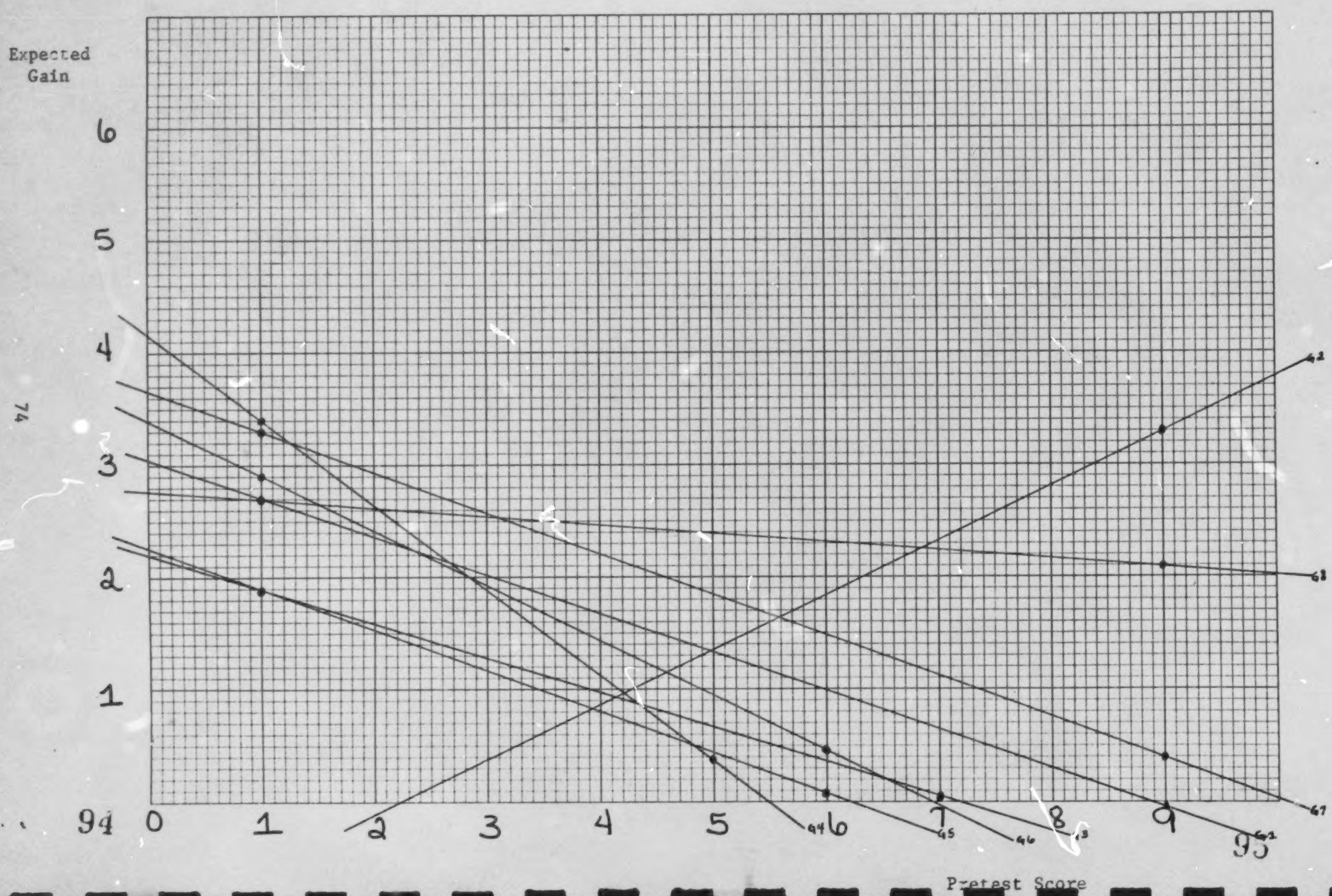

TABLE 14

Package I Session 3 Computer Output for Model 1 of Expected Gains

```
* * * * * * * * * * *  MODEL NO.    1   * * * * * * * * * * *

[illegible]             ITERATION TOLERANCE=0.000000[illegible]0

   CRITERION         17
   PREDICTORS      1 - 16

VAR.NO. CORRECTION    RSQ.            ERROR S.S.        ERROR MSQ.    ITER.

  15   0.2783493    0.0774783          186.8605            3.4604       1
   9   0.2310489    0.1415682          173.8788            3.2807       2
   4  -0.1613559    0.1683379          168.4965            3.2395       3
  16   0.1228107    0.1851484          165.0514            3.2363       4
  13   0.1249109    0.2041329          161.2081            3.2241       5
  10   0.1170453    0.2225680          157.4720            3.2137       6
  14   0.1233765    0.2456706          152.7519            3.1825       7
  12   0.1498810    0.2844437          144.9368            3.0836       8
  11   0.1363204    0.3306233          135.3676            2.9211       9
   6   0.0744784    0.3550344          130.6404            2.8400      10

      RSQ.= 0.5104674   R= 0.7145   FSS=         99.16              575

      BASED ON  17. PARAMETERS, ERRMSQ=     2.5425   STD.ERROR OF EST.=     1.5945


  VAR.NO.    RAW WT.     STD. WT.         ERROR   ENTRY VALIDITY

       1      0.2413      0.0392        -1.1113     11     0.1811
       2     -3.9223     -0.6379        -2.1912     12    -0.0011
       3     -0.6122     -0.1126        -1.7252     14    -0.0728
       4      1.2854      0.1927        -1.1531      3    -0.2205
       5     -0.5880     -0.1082        -0.7733     16     0.0345
       6      0.5208      0.1006        -2.6857     13    -0.0781
       7      0.7713      0.1254        -1.6035     10     0.2418
       8     -0.0600     -0.0119         0.3170     15    -0.0728
       9      0.6537      0.7142         0.3537      2     0.2203
      10      1.4527      1.2323        -1.1595      6     0.0524
      11      0.7016      0.7278        -1.0503      9    -0.0028
      12     -0.2420      0.1068        -1.4978      8    -0.1082
      13      0.6536      0.7977        -0.7777      5     0.0662
      14      0.5156      0.5615         0.8859      7     0.0290
      15      0.6397      0.6820        -1.6309      1     0.2783
      16      0.9191      0.6711        -0.4666      4     0.0845

          2.5425 UNIT VECTOR WEIGHT
```

FIGURE 4

Package I Session 4 Graph of Expected Gain

G_i: G = Site
i = 1-5, the order in which site entered into linear model equation

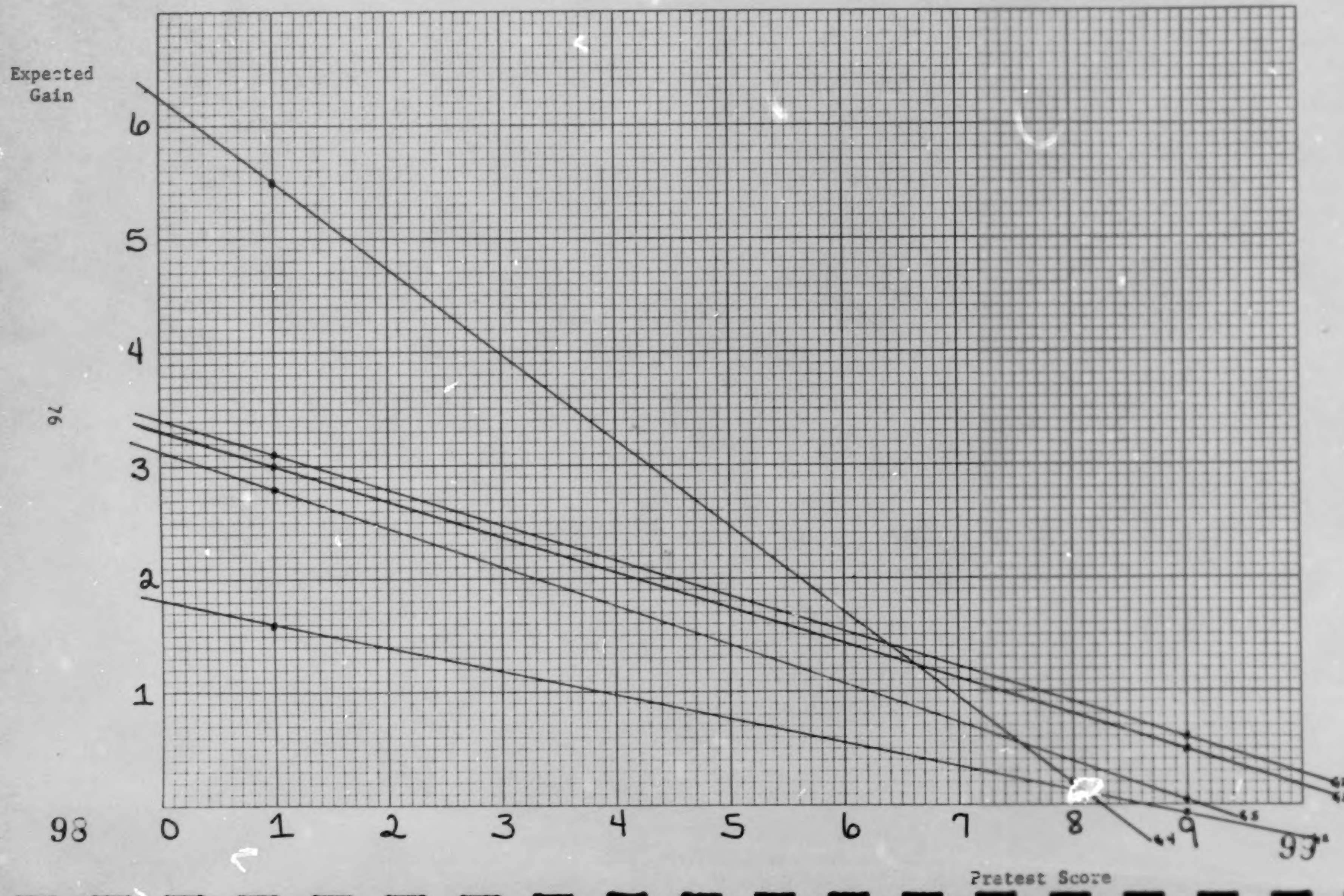

TABLE 15

Package I Session 4 Computer Output for Model 1 of Expected Gains

```
MODEL NO. 1      ITERATION TOLERANCE=0.00000010

   CRITERION          11
   PREDICTORS       1 - 10

VAR.NO. CORRECTION    RSQ.            ERROR S.S.       ERROR MSQ.   ITER.

   1  -0.3476315   0.1209867         71.2001           2.0941      1
   6   0.2320581   0.2513695         60.6391           1.8375      2
   2  -0.0630692   0.3451022         53.0467           1.6577      3
  10   0.0377751   0.3716019         50.9002           1.6419      4
   7   0.0399351   0.4066581         48.0607           1.6020      5
   8   0.0323981   0.4317640         46.0271           1.5871      6
   1   0.0271103   0.4451412         44.9436           1.5498      7
   7   0.0147973   0.4522831         44.3651           1.5298      8
   2  -0.0202642   0.4651477         43.3230           1.4939      9
   7   0.0186345   0.4767697         42.3817           1.4614     10

      RSQ.= 0.6584101   R= 0.8114    ESS=         27.67            632

      BASED ON  11. PARAMETERS, ERRMSQ=     1.1068    STD.ERROR OF EST.=


   VAR.NO.    RAW WT.      STD. WT.        ERROR   ENTRY VALIDITY

     1        -4.1291      -1.0259        1.1644      1   -0.3478
     2        -2.3503      -0.6201        0.6299      3   -0.2262
     3        -2.5741      -0.7134       -0.5494      9    0.1930
     4         0.4117       0.1086       -0.0301      8    0.0546
     5        -2.6956      -0.7471        2.2543     10    0.2621
     6         0.7964       1.2731       -1.0901      2   -0.2304
     7         0.5375       1.0404        0.2285      5   -0.0590
     8         0.6869       1.4245       -0.4335      6    0.2312
     9         0.2364       0.4561       -1.6329      7    0.0667
    10         0.6494       1.5311        0.3255      4    0.3255

          5.8837 UNIT VECTOR WEIGHT


OBSERVATION    OBSERVED Y    PREDICTED Y                   PREDICTOR
  NUMBER         VALUE          VALUE          ERROR        VALUES
```

FIGURE 5

Package II Session 1 Graph of Expected Gain

G_i: G = Site
i = 1-5, the order in which site entered into linear model equation

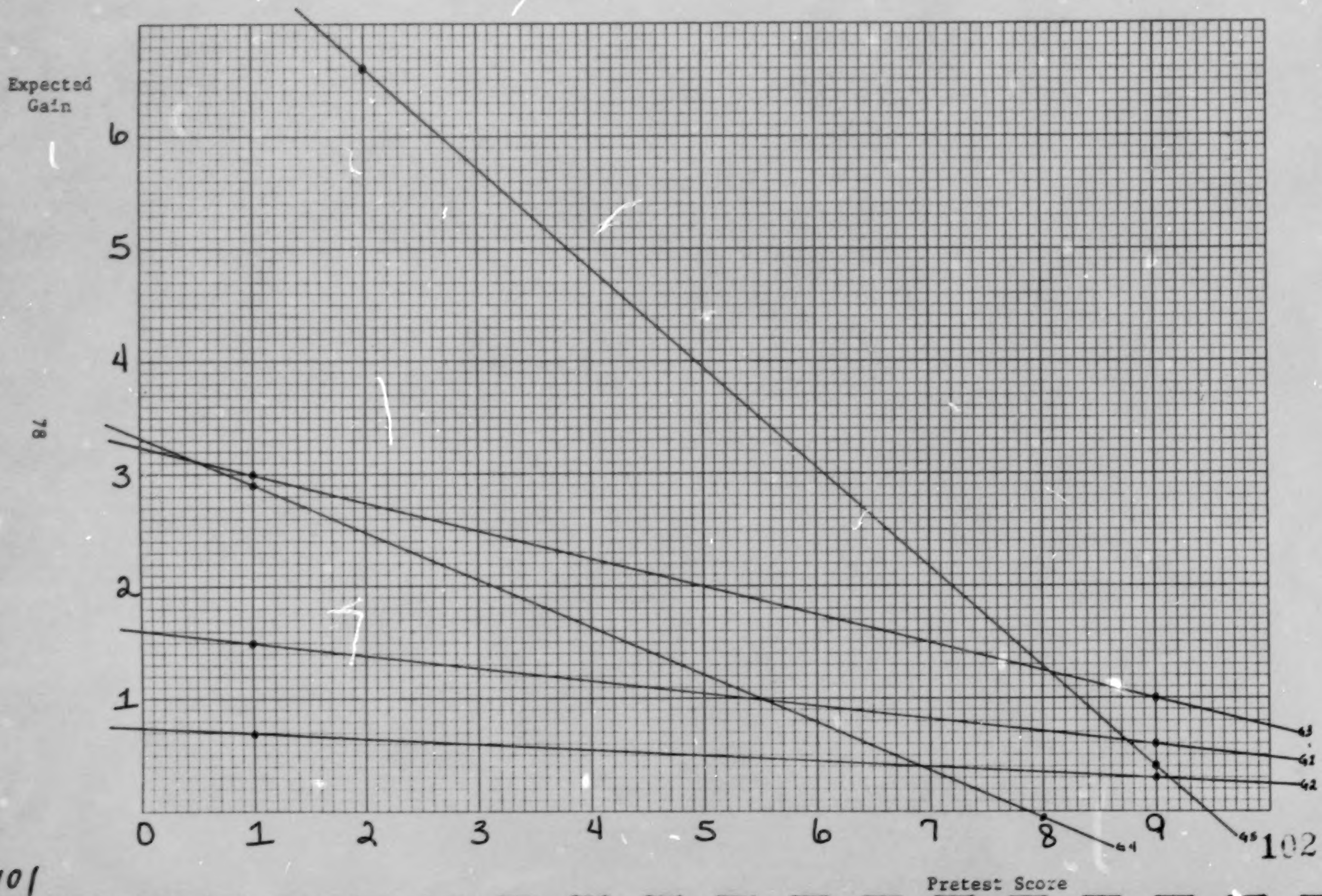

TABLE 16

Package II Session 1 Computer Output for Model 1 of Expected Gains

```
                         MODEL NO.    1

 MODEL             ITERATION TOLERANCE=0.0000001O

   CRITERION           11
   PREDICTORS        1 - 10

 VAR.NO. CORRECTION    RSQ.             ERROR S.S.        ERROR MSQ.   ITER.

    1  -0.2350574   0.0555344          223.3474            4.6531      1
    6   0.2149726   0.3264917          159.2717            3.3888      2
    3  -0.0392989   0.3717759          148.5626            3.2296      3
    8   0.0249205   0.3910571          144.0032            3.2001      4
    5   0.0272341   0.4135110          138.6933            3.1521      5
    7   0.0264839   0.4340860          133.8277            3.1123      6
    9   0.0316316   0.4631281          126.9594            3.0229      7
    1   0.0280314   0.4842652          121.9613            2.9038      8
    5   0.0181261   0.4954629          119.3133            2.8408      9
    8   0.0193486   0.5090119          116.1092            2.7645     10

      RSQ.= 0.7551994   R= 0.8690   ESS=          57.89           252

      BASED ON  11. PARAMETERS, ERRMSQ=      1.4444   STD.ERROR OF EST.=


 VAR.NO.     RAW WT.       STD. WT.          ERROR   ENTRY VALIDITY

      1      -3.5070       -0.7275         -0.3241       1   -0.2357
      2      -4.4967       -0.8565          1.1204       8    0.0604
      3      -1.9632       -0.2735         -2.6976       3   -0.1655
      4      -1.6445       -0.3721          0.3477       9    0.0798
      5       3.4059        0.5738          0.9617       5    0.2298
      6       0.6906        1.1356         -1.5725       2    0.0297
      7       0.9511        1.4073          0.0392       6    0.2004
      8       0.7530        0.5093         -0.7192       4   -0.0068
      9       0.5078        0.9519         -2.0219       7    0.1025
     10      -0.0001       -0.0000          0.1309      10    0.1309

         5.7768 UNIT VECTOR WEIGHT
```

FIGURE 6

Package II Session 2 Graph of Expected Gains

G_i: G = Site
i = 1-6, the order in
which site entered
into linear model
equation

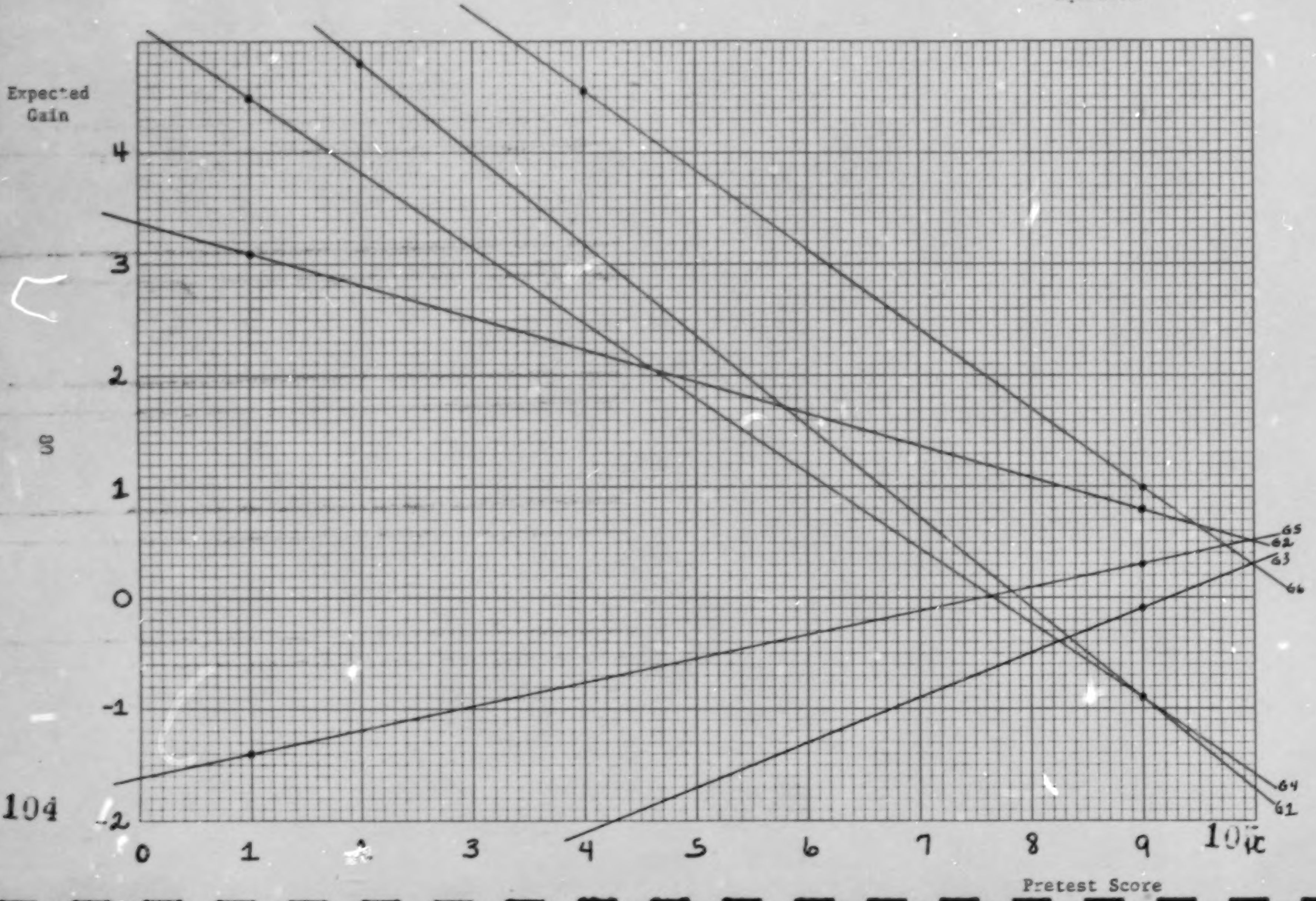

TABLE 17

Package II Session 2 Computer Output for Model 1 of Expected Ga

```
MODEL NO. 1     ITERATION TOLERANCE=0.00000010

    CRITERION          13
    PREDICTORS       1 - 17

VAR.NO. CORRECTION   RSQ.            ERROR S.S.        ERROR MSQ.    ITER.

     4  -0.2894419   0.0837766       113.5252            2.8381       1
     8   0.2655908   0.1375151       106.8657            2.7402       2
    11   0.1942766   0.1566522       103.2316            2.7156       3
     6   0.1743805   0.1720378       100.1110            2.7057       4
    10   0.2157339   0.2345971        94.8376            2.6344       5
     7   0.1138837   0.2600309        91.6363            2.6196       6
     9   0.1130407   0.2749281        87.3623            2.5695       7
     4   0.1229688   0.3301186        83.0020            2.4412       8
     2  -0.0666324   0.3578622        80.1840            2.4298       9
     5  -0.0417969   0.3667516        78.4630            2.4520      10

        RSQ..= 0.6429879   R= 0.8019   ESS=        44.24           859

        BASED ON  13. PARAMETERS, ERRMSQ=     1.5254   STD.ERROR OF EST.=

   VAR.NO.    RAW WT.      STD. WT.          ERROR   ENTRY VALIDITY

        1      2.5995       0.6446          0.1235     10   -0.0621
        2     -0.5121      -0.1043         -5.8827      8    0.2094
        3     -7.0214      -1.3236         -6.4985     11   -0.0326
        4      1.2779       0.2410         -5.7491      1   -0.2894
        5     -5.4504      -1.2401         -3.6713      9    0.0488
        6      5.1796       1.1842        -10.6545      4    0.1194
        7      0.1813       0.3338         -3.7691      6   -0.0123
        8      0.7117       1.1467         -4.2507      2    0.2715
        9      1.3336       2.0354         -7.2067      7    0.0152
       10      0.3265       0.3192         -2.0976      5   -0.1564
       11      1.7111       2.2782         -6.1506      3    0.1718
       12     -0.1197      -0.1644         -1.3847     12    0.1010

           3.5859 UNIT VECTOR WEIGHT
```

FIGURE 7

Package II Session 3 Graph of Expected Gains

G_i: G = Site
i = 1-5, the order in which site entered into linear model equation

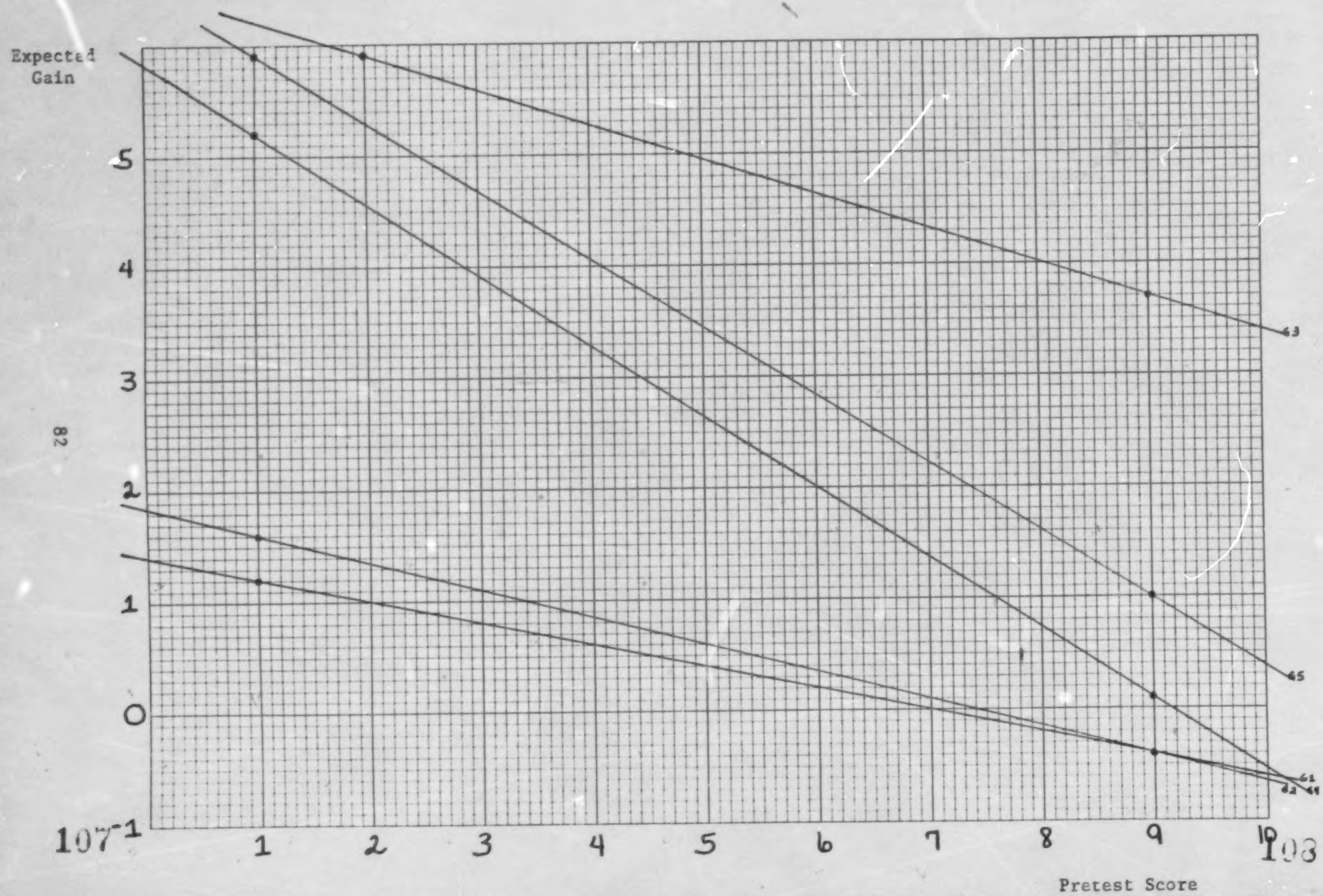

TABLE 18

Package II Session 3 Computer Output for Model 1 of Expected Gains

MODEL No. 1

```
PREDICTORS     1 - 10

VAR. ENTERED   RSQ.     ERROR S.S.   ERROR MSQ.   STD.ERR.EST.   PROB.    ITER.

   8   -.5[illegible]0   .31247     122.64       3.3690       1.8221        .0002     1
   9    .1262    .33045     118.95       3.2932       1.8147        .2816     2
   6    .1564    .35635     115.66       3.2057       1.8126        .3563     3
   7    .1158    .36051     113.17       3.3266       1.8245        .4640     4
   4    .3112    .36073     113.53       3.2033       1.8098        .4052     5
  10    .0617    .39022     107.52       3.2561       1.8565        .3352     6
   3    .1351    .41400     105.70       3.2719       1.8088        .3663     7
   7    .0556    .42042     102.40       3.2025       1.7845        .4112     8
   5    .0364    .43465     101.81       3.2563       1.8051        .5087     9
   8    .1534    .45072      97.07       3.1311       1.7694        .2714    10

RSQ= .57[illegible]    MULTIPLE R= .7554102      NO. OF ITERATIONS=   701

ERROR SUM OF SQUARES=          76.63   ERROR MEAN SQUARE=            2.7152
STANDARD ERROR OF ESTIMATE (BASED ON 11 PARAMETERS)=                 1.6478
SSQUARED=     4.7616    (SSQUARED-ERRSQT/SSQUARED=  .4225

VAR.NO.   RAW WT.     STD. WT.     ERROR    ENTRY    VALIDITY

   1     -.6[illegible]     -.413960      .0001      9        .1911
   2     -3.11[illegible]   -.698007     -.0001      8        .1332
   3      0.5[illegible]    1.244705     -.0002      6       -.5538
   4      0.40[illegible]    .896773      .0003     10        .2265
   5      [illegible]       .971666     -.0000      7        .0520
   6      1.0[illegible]    1.526928     -.0002      3        .2196
   7      1.1[illegible]    2.160023      .0002      4        .2080
   8     -.5[illegible]     -.564962      .0000      1       -.5590
   9      .4[illegible]      .452309     -.0000      2        .2553
  10      .1355      .158741     -.0002      5        .0775

      [illegible]   UNIT VECTOR WEIGHT
```

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FIGURE 8

Package II Session 4 Graph of Expected Gain

G_i: G = Site
i = 1-4, the order in which site entered into linear model equation

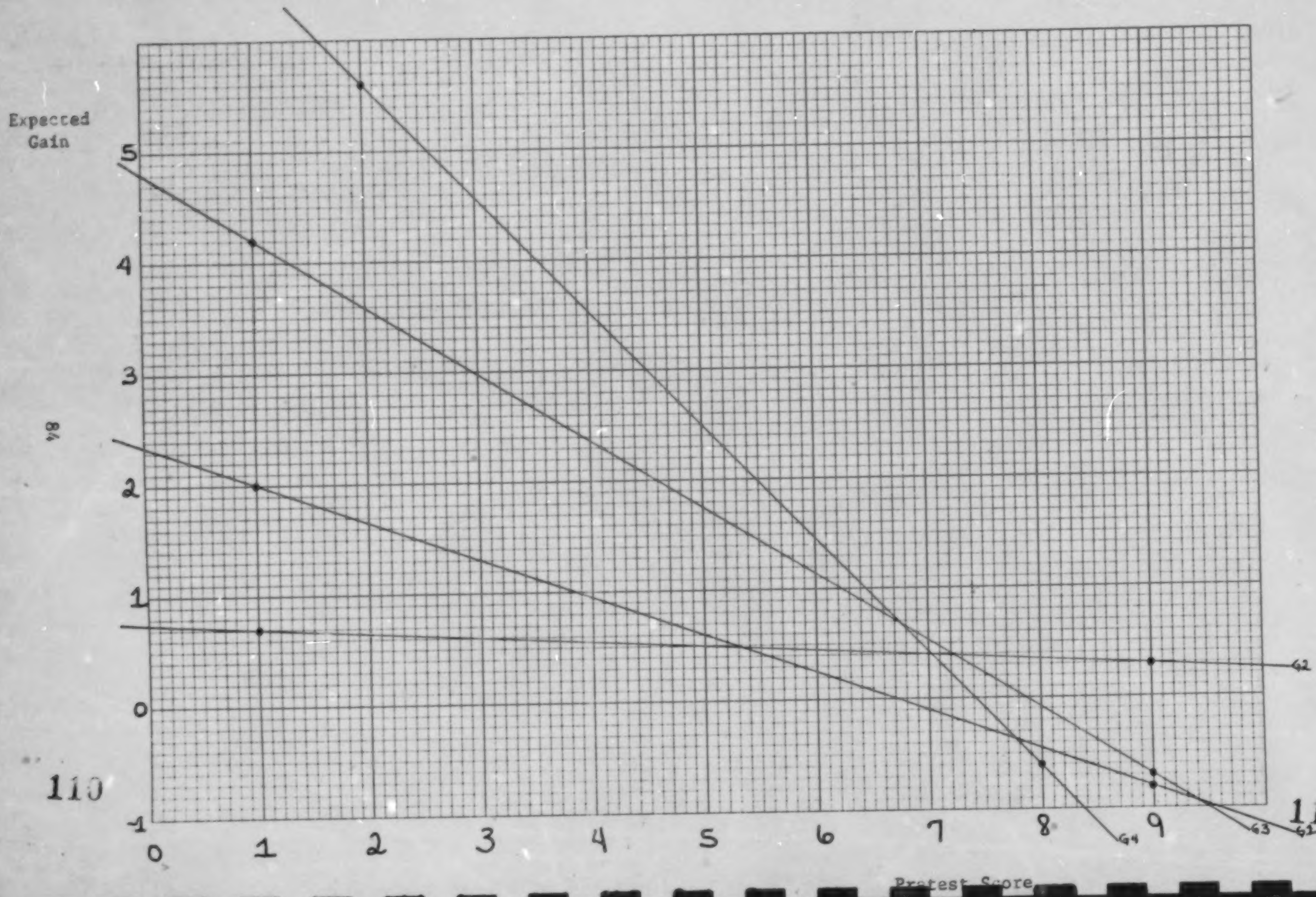

TABLE 19

Package II Session 4 Computer Output for Model 1 of Expected Gains

```
MODEL NO. 1     ITERATION TOLERANCE=0.00000010

   CRITERION          9
   PREDICTORS      1 -  8

VAR.NO. CORRECTION   RSQ.          ERROR S.S.      ERROR MSQ.   ITER.

   2  -0.6374622   0.4063530       54.0036         2.0767       1
   4   0.2152798   0.4424789       50.7140         2.0286       2
   7   0.1556928   0.4612973       49.0023         2.0418       3
   6   0.3396980   0.4941791       46.0117         2.0005       4
   5   0.1469709   0.5471150       41.1965         1.8726       5
   2   0.2595556   0.6087468       35.5902         1.6177       6
   7   0.0284129   0.6170662       34.8334         1.5833       7
   3   0.0284187   0.6254226       34.0733         1.5465       8
   1  -0.0240877   0.6319504       33.4794         1.5943       9
   5   0.0230678   0.6374592       32.9783         1.5704      10

     RSQ.= 0.6845195   R= 0.8274   ESS=        26.70           186

     BASED ON   9. PARAMETERS, ERRMSQ=    1.5104   STD.ERROR OF EST.

 VAR.NO.    RAW WT.     STD. WT.        ERROR   ENTRY VALIDITY

     1      -2.2723     -0.5695        0.6158     6    0.0125
     2      -3.8199     -0.8117       -0.2905     1   -0.6375
     3       0.1675      0.0420       -1.0496     8    0.1880
     4       3.0655      0.7365       -1.0315     2    0.3546
     5       0.6526      1.1206        0.4906     5    0.1621
     6       0.7432      0.7040       -0.4905     4   -0.5728
     7       0.3947      0.5834        0.6568     3    0.2314
     8      -0.0352     -0.0375       -5.9287     7    0.2193

        4.6115 UNIT VECTOR WEIGHT
```

FIGURE 9

Package III Session 1 Graph of Expected Gain

G_i: G = Site
$\underline{i}$ = 1-4, the order in
which site entered
into linear model
equation

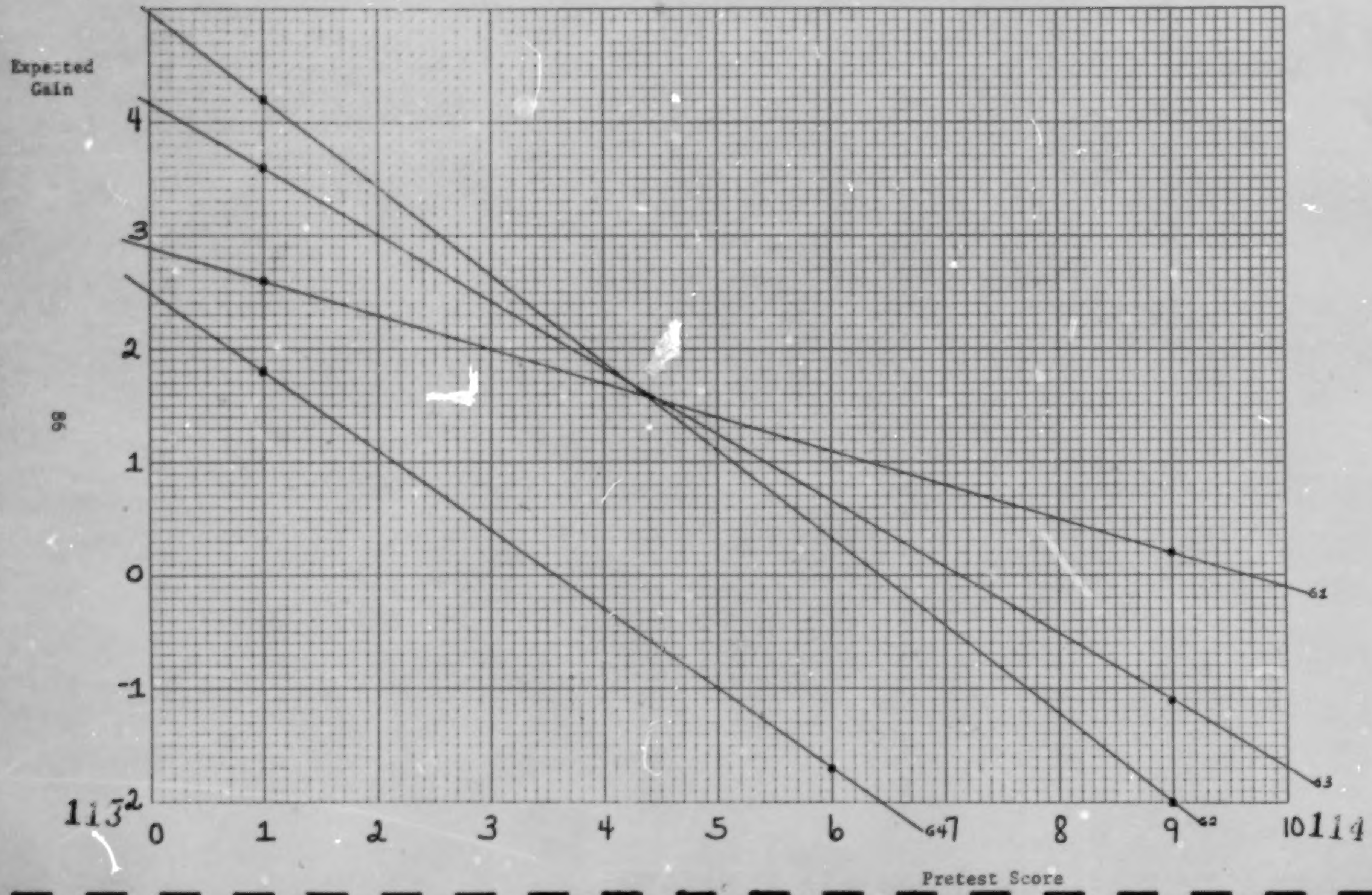

TABLE 20

Package III Session 1 Computer Output for Model 1 of Expected Gains

```
MODEL NO. 1     ITERATION TOLERANCE=0.00000010

  CRITERION           9
  PREDICTORS       1 -  8

VAR.NO. CORRECTION    RSQ.          ERROR S.S.      ERROR MSQ.   ITER.

   4  -0.5057884   0.2558219       145.0241          3.7186      1
   8   0.1992001   0.2751864       141.2504          3.7171      2
   5   0.1011744   0.2923382       137.9079          3.7272      3
   7   0.1070561   0.3099926       134.4675          3.7352      4
   4   0.1537697   0.3176918       132.9231          3.6924      5
   6   0.0649806   0.3340235       129.7843          3.7081      6
   5   0.0485352   0.3405382       128.4953          3.6713      7
   1  -0.0450258   0.3464870       127.3555          3.7457      8
   4   0.0828651   0.3540462       125.8824          3.7024      9
   5   0.0263205   0.3575944       125.1909          3.6821     10

      RSQ.= 0.3810083   R= 0.6173   ESS=       120.63          102

      BASED ON   9. PARAMETERS, ERRMSQ=    3.7696   STD.ERROR OF EST.=     1

 VAR. NO.    RAW WT.      STO. WT.       ERROR   ENTRY VALIDITY

     1       -1.3033     -0.2567       -0.5975      6     0.2300
     2        0.7285      0.1094        0.3788      7     0.1167
     3       -0.0274     -0.0057        0.1543      8     0.2261
     4       -1.7167     -0.3721       -1.9167      1    -0.5058
     5        0.6963      0.6767        0.7508      3     0.3133
     6        0.2161      0.1696       -0.7749      5     0.1334
     7        0.4133      0.4292       -0.2567      4     0.2775
     8        0.3000      0.3085       -2.7522      2    -0.3877

        4.2315 UNIT VECTOR WEIGHT
```

FIGURE 10

Package III Session 2 Graph of Expected Gain

G_i: G = Site
i = 1-4, the order in which site entered into linear model equation

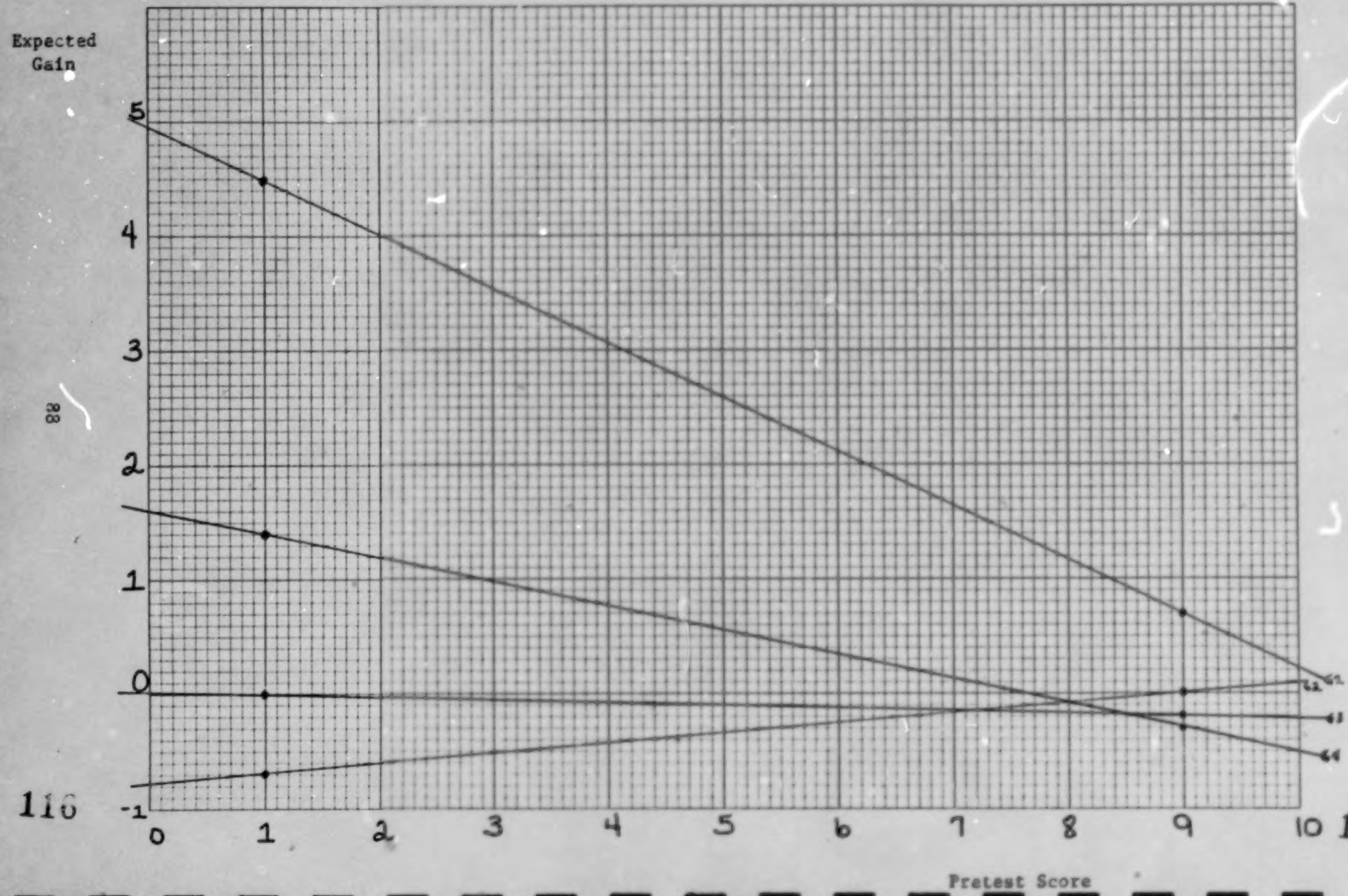

TABLE 21

Package III Session 2 Computer Output for Model 1 of Expected Gains

```
Model No.1      ITERATION TOLERANCE=0.0000010

  CRITERION          9
  PREDICTORS      1 -  8

VAR.NO. CORRECTION   RSQ.          ERROR S.S.      ERROR MSQ.   ITER.

    5    0.6172659   0.3810172        57.7682          1.9277      1
    1   -0.3125383   0.4232147        55.1069          1.8369      2
    6    0.0897442   0.4599280        52.1417          1.7980      3
    7    0.0710205   0.4810666        50.1009          1.7893      4
    8    0.0558407   0.4940065        48.4515          1.8073      5
    1    0.0486191   0.5011724        48.1597          1.7437      6
    6    0.0437453   0.5103732        47.2714          1.7508      7
    7    0.0433661   0.5195914        46.3614          1.7176      8
    8    0.0508406   0.5315139        45.2303          1.6752      9
    1    0.0432485   0.5377881        44.6053          1.6520     10

     RSQ.= 0.7473165   R= 0.8645   ESS=        24.40           391

     BASED ON   9. PARAMETERS, ERRMSQ=     1.0165   STD.ERROR OF EST.=     1.

VAR.NO.    RAW WT.      STD. WT.        ERROR   ENTRY VALIDITY

     1      3.4705       0.9771      -1.0224       2    0.4911
     2     -2.5742      -0.5291      -2.7372       7   -0.0314
     3     -0.3394      -0.0876      -0.8404       6   -0.2004
     4      0.0503       0.0131      -0.2381       8   -0.3359
     5      0.5735       1.1652      -3.2802       1    0.6173
     6      1.2235       1.8125      -4.4781       3    0.0038
     7      5.8526       1.3656      -3.7676       4   -0.0893
     8      6.7877       1.3762     -14.7014       5   -0.2659

         1.5628 UNIT VECTOR WEIGHT
```

FIGURE 11

Package III Session 3 Graph of Expected Gain

G_i: G = Site
i = 1-4, the order in
which site entered
into linear model
equation

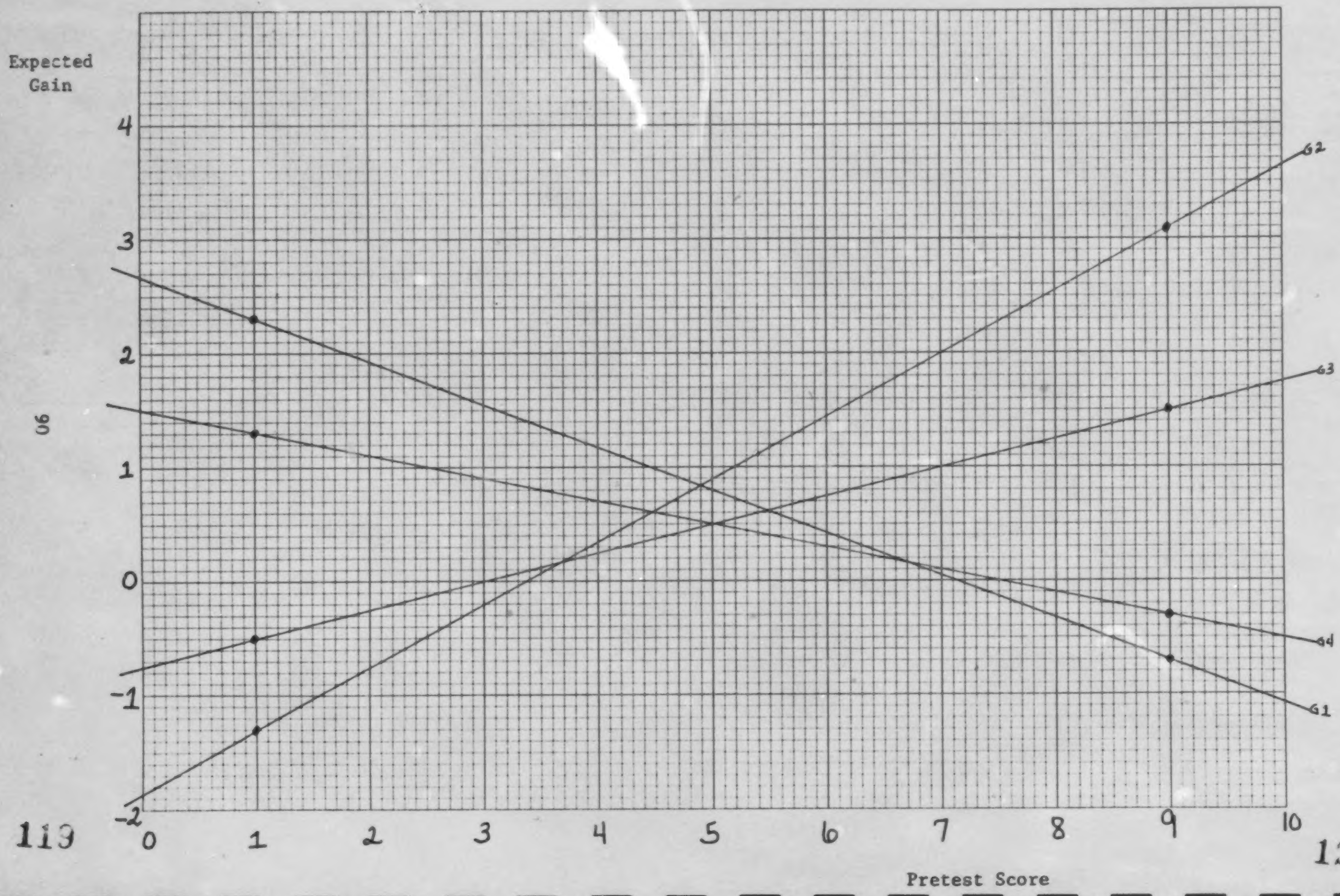

TABLE. 22

Package III Session 3 Computer Output for Model 1 of Expected Gains

```
[illegible] No.1     ITERATION TOLERANCE=0.0000010

   CRITERION          9
   PREDICTORS      1 -   8

VAR.NO. CORRECTION    RSQ.             ERROR S.S.          ERROR MSQ.   ITER.

    5    0.3123521   0.0975638         153.0381              4.5026       1
    7    0.2129069   0.1671513         141.2834              4.2813       2
    8    0.1925517   0.2745709         123.0609              3.8457       3
    6    0.1882438   0.5131813          65.6194              2.1165       4
    5   -0.0545380   0.6588274          57.8761              1.8670       5
    2   -0.0260200   0.6759344          54.9741              1.8325       6
    5   -0.0096066   0.6780866          54.6090              1.8203       7
    3   -0.0112438   0.6815356          54.0239              1.8627       8
    7    0.0059365   0.6824797          53.8637              1.8574       9
    1    0.0063783   0.6835241          53.6866              1.9174      10

      RSQ.= 0.7164542    R= 0.8476    ESS=         47.76              210

      BASED ON   9. PARAMETERS, ERRMSQ=     1.7689   STD.ERROR OF EST.=

  VAR.NO.    RAW WT.      STD. WT.        ERROR    ENTRY VALIDITY

      1      2.1696       0.4711       -1.0119       7    0.1991
      2     -2.3736      -0.3761       -1.8873       5   -0.0195
      3     -1.2731      -0.2546       -1.3741       6    0.0074
      4      0.9753       0.2012       -4.2520       8   -0.2016
      5      0.6249       0.9818       -1.4392       1    0.3124
      6      1.5475       1.3401       -2.9100       4    0.0957
      7      1.2469       1.4754       -1.7257       2    0.1318
      8      0.8030       0.9566      -11.7144       3    0.0318

          0.5287 UNIT VECTOR WEIGHT
```

FIGURE 12

Package III Session 4 Graph of Expected Gain

G_i: G = Site
i = 1-4, the order in which site entered into linear model equation

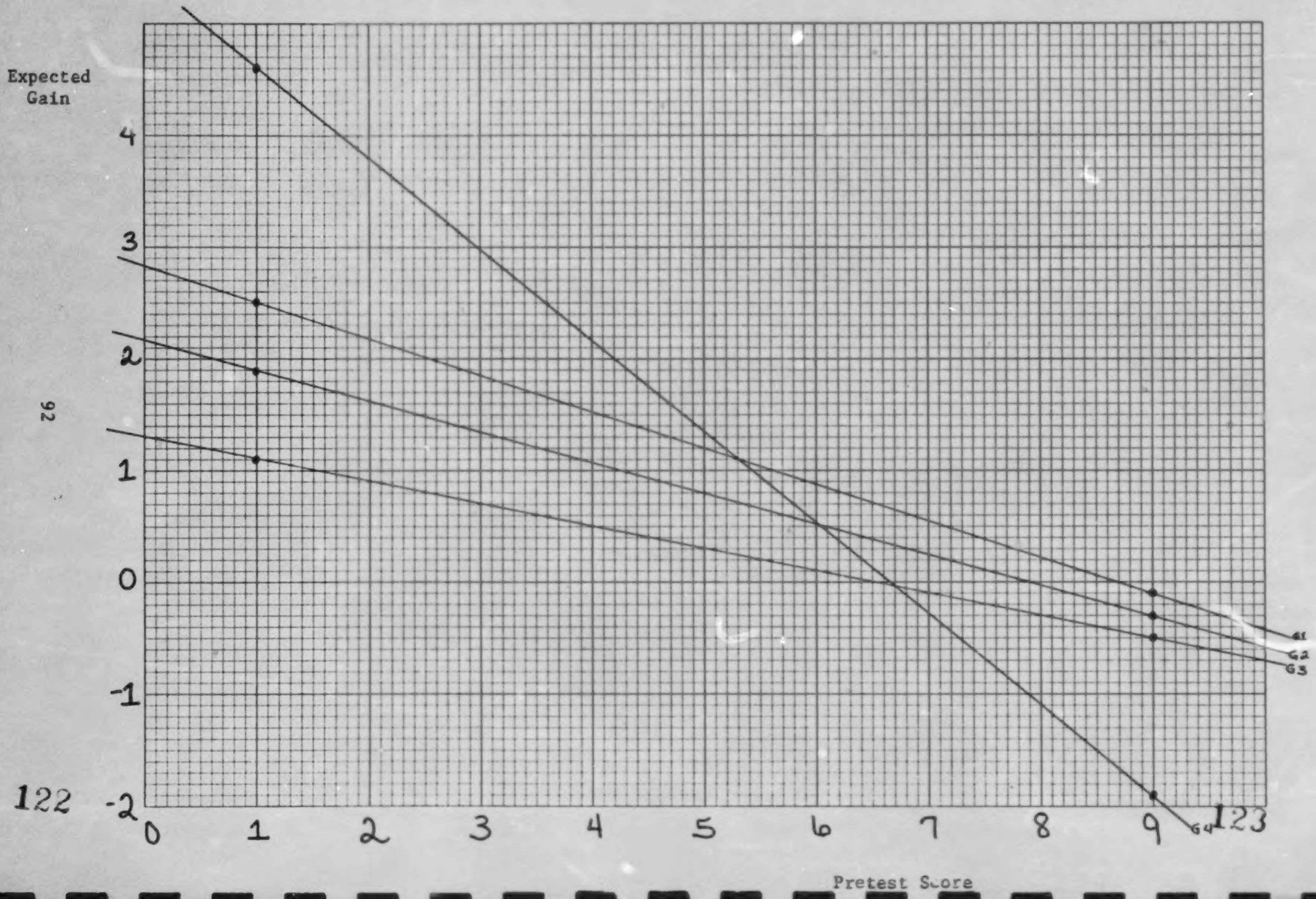

TABLE 23

Package III Session 4 Computer Output for Model 1 of Expected Gains

```
MODEL No. 1      ITERATION TOLERANCE=0.00000010

   CRITERION          9
   PREDICTORS     1 -  8

VAR.NO. CORRECTION    RSQ.            ERROR S.S.        ERROR MSQ.    ITER.

    5    0.3730993   0.1392031        120.5117             3.5445       1
    1   -0.2809462   0.3144363         95.9792             2.9085       2
    6    0.0726378   0.3700669         88.1[illegible]     2.7560       3
    2   -0.0382688   0.3863342         85.913[illegible]   2.7714       4
    6    0.0337617   0.3992262         84.1085             2.7132       5
    2   -0.0315669   0.4109360         82.4692             2.6603       6
    6    0.0284414   0.4203764         81.1475             2.6177       7
    2   -0.0265344   0.4288723         79.9581             2.5793       8
    3   -0.0247391   0.4360789         78.9492             2.6316       9
    7    0.0201603   0.4408952         78.2740             2.6991      10

     RSQ.= 0.5647831    R= 0.7515   ESS=          60.93            270

     BASED ON    9. PARAMETERS, ERRMSQ=      2.2567   STD.ERROR OF EST.-     1.

  VAR.NO.     RAW WT.      STD. WT.         ERROR   ENTRY VALIDITY

      1       -3.0078      -0.7436        0.4361       2    0.1348
      2       -3.6815      -0.8084       -0.4822       4    0.0325
      3       -4.5251      -0.9540       -1.1871       5   -0.1807
      4       -0.3942      -0.0691       -1.2092       8   -0.0136
      5        0.6809       1.1688        0.3571       1    0.3731
      6        0.7316       1.0936       -0.7826       3    0.1768
      7        0.8005       1.0253        0.3029       6   -0.1078
      8        0.1696       0.2097       -7.6464       7   -0.0043

          5.8239 UNIT VECTOR WEIGHT
```

TABLE 24

σ_y For Each Site With ≥5 Participants, By Session

PACKAGE I

Session 1	.57$^{(10)*}$, .74$^{(10)}$, 1.09$^{(9)}$, 1.15$^{(7)}$, 1.20$^{(8)}$, 1.53$^{(12)}$, 1.72$^{(11)}$ 1.86$^{(11)}$, 2.13$^{(9)}$, 2.19$^{(5)}$
Session 2	.98$^{(6)}$, 1.71$^{(13)}$, 1.73$^{(8)}$, 1.87$^{(6)}$, 2.03$^{(9)}$, 2.16$^{(10)}$, 2.17$^{(6)}$, 2.17$^{(5)}$, 2.37$^{(6)}$
Session 3	1.60$^{(8)}$, 1.66$^{(9)}$, 1.75$^{(6)}$, 1.75$^{(6)}$, 1.87$^{(5)}$, 2.00$^{(8)}$, 2.14$^{(8)}$, 2.42$^{(6)}$
Session 4	.82$^{(7)}$, 1.19$^{(8)}$, 1.30$^{(8)}$, 1.75$^{(6)}$, 1.86$^{(7)}$

PACKAGE II

Session 1	1.19$^{(8)}$, 1.91$^{(13)}$, 2.07$^{(5)}$, 2.45$^{(11)}$, 2.53$^{(13)}$
Session 2	.52$^{(8)}$, 1.47$^{(6)}$, 1.57$^{(10)}$, 1.92$^{(5)}$, 2.19$^{(5)}$, 2.36$^{(8)}$
Session 3	1.13$^{(7)}$, 1.31$^{(8)}$, 1.67$^{(5)}$, 2.07$^{(5)}$, 2.33$^{(14)}$
Session 4	.53$^{(7)}$, .58$^{(7)}$, 1.00$^{(5)}$, 1.41$^{(8)}$, 2.07$^{(8)}$

PACKAGE III

Session 1	1.89$^{(14)}$, 2.00$^{(5)}$, 2.00$^{(12)}$, 2.04$^{(10)}$
Session 2	1.09$^{(9)}$, 1.54$^{(13)}$, 1.67$^{(5)}$, 2.10$^{(6)}$
Session 3	1.48$^{(10)}$, 1.78$^{(12)}$, 2.35$^{(9)}$, 2.68$^{(5)}$
Session 4	.55$^{(5)}$, 2.00$^{(14)}$, 2.22$^{(9)}$, 2.45$^{(8)}$

*The number in parentheses represents the n of participants at that site.

D. FOLLOW-UP STUDY

1. Rationale

During the pilot stage of training package development, the possibility of a follow-up study in the field test stage was suggested. Two types of follow-up studies were considered: retesting of participants for retention of cognitive learning and study of actual use of the multimedia training packages (MMTP's) in the field. The first possibility was discarded for several reasons: (a) probable inconclusiveness of information attainable due to uncontrolled field conditions; (b) inappropriateness of asking parent-volunteers to submit to more testing; (c) difficulty in relocating participants; and (d) lack of resources to develop parallel tests.

The second alternative, study of actual use of the packages, seemed a more profitable route for the following rationale. Adoption of the training packages by a participating site did not necessarily guarantee that the package would be used. It was necessary to document whether or not the innovation was used, and if so, how it was used. To speak of learning (expected gains) without knowing how the package was implemented, or in more traditional terms, what the treatment was, might be misleading. Outcome measures at different sites could easily be related to different ways of using the package. Information on implementation, or use, was needed to provide a context within which to interpret outcomes. It was also felt that future users of the MMTP could profit from information about types and problems involved in implementation. Furthermore, product developers could modify training instructions on the basis of feedback from actual use of the product. The decision was made, therefore, to design a study of implementation as a follow-up to field test of the MMTP's.

2. Definition of Terms

Implementation studies of curriculum innovations tend to focus in one of two directions: (1) toward assessment of the degree to which the innovation is used according to intended or planned use, referred to as a fidelity approach; and (2) toward description of the process whereby users modify and adapt the innovation originally developed, called a process approach.* The former approach is more often followed when the innovation is clearly specified; the latter when the innovation is diffused and intended for adaptation by the user. The use of the term implementation in this study combines both approaches.

On the one hand, the multimedia training package is a clearly and tightly prescribed curriculum intended for use over a short period of time. For each of the four sessions in the three packages the developers spelled out in the Leader's Manual what needed to be done and when. On the other hand, the WU II Staff encouraged users (workshop leaders) to modify and adapt the materials according to the needs of their particular audience. In the Follow-Up Study, therefore, both the extent to which the MMTP was replicated as developed and the extent to which it was modified, by whom, and for what reason were considered. Implementation, then, in the present Follow-Up Study, contained both a fidelity and a process orientation.

Implementation was defined as use of the training package in the field. Implementation consisted of three components: material usage, leader capabilities, and parent involvement. At a minimum, materials, leaders, and participants were needed for implementation to occur. The first component, material usage, refers to use of the materials during the training session. Each of the packages has four sessions, and each of the sessions has four parts. These four parts contain a type of material which is presented in approximately the same sequence in each session. In the order in which they appear, the materials include:

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*For a fuller discussion of the two approaches, see Berman, P. and E. Pauly. Federal Programs Supporting Educational Change, Vol. II: Factors Affecting Change Agent Projects. Santa Monica, CA: Rand Corporation, 1975; and Fullan, Michael and Alan Pomfret, "Research on Curriculum and Instruction Implementation." Review of Educational Research. Spring 1977, Vol. 47, no. 2, pp. 335-397.

(1) content: oral presentation of content by leader;

(2) media: media presentation (videotape/film, audiotape, slide/tape presentation, etc.)

(3) discussion: discussion of content and media by leader and participants, including personal problem-sharing by participants

(4) application: group activity, applying techniques for problem-solving using content presented in the session

In this study, implementation measures the extent to which the above materials are used in the way intended by the developers. The question of interest is: How faithful is material usage to the format prescribed by the developers in the Leader's Manual? Four criteria are used to assess fidelity of material usage: (1) completeness; (2) sequencing; (3) revisions; (4) additions. Completeness refers to the inclusion of all materials provided by the developers in the training workshops. Sequencing refers to the use of materials in the order prescribed by the developers. Revisions refers to changes in the materials as presented in the Leader's Manual. Additions refer to the incorporation of new materials and/or activities in the training sessions by the workshop leaders.

The second component of implementation, leader capabilities, refers to behaviors and attitudes on the part of leaders which the developers considered necessary for communicating the ideas and techniques contained in each session. Materials could be used faithfully by a leader, but unless the leader possessed certain attitudes and exercised appropriate behaviors, participants were not likely to learn. Four leader capabilities were considered important: (1) familiarity with the workshop materials; (2) commitment to the subject matter of the training packages or to the packages themselves; (3) rapport with the participants; (4) traditional leadership techniques used in small groups. Familiarity refers to a leader's knowledge of the subject matter and of the way in which the subject matter is to be presented in the workshop. Commitment refers to a leader's belief in the worth of the training materials and their subject matter. Rapport refers to the leader's sensitivity and ability to respond to participants' needs. Traditional leadership skills refers to techniques of group leadership which facilitate discussion and learning.

The third component of package implementation is parent involvement. Without parents, there is no implementation. Without the active involvement of participants, the training package is not implemented as intended by the developers. Parent involvement, therefore, is defined as active participation of parents in the learning process.

3. Measurement of Implementation

Three instruments were designed to measure implementation (see Appendix D):

(1) Parent Session Reaction Form, Questions #7-9.

(2) Leader/Co-Leader Session Reaction Form, Questions #1-5, 9, 11, 14, 15, 17-21, 28

(3) Telephone Interview Schedule for Workshop Leaders.

The Parent Reaction Form was used to detect major difficulties with leaders' presentation and with parent involvement. The Leader Form was used as one measure of leaders' abilities and of material usage. The telephone interview schedule was developed from the developers' notion of implementation as defined in the previous section. Questions on the schedule gathered information on all three components of implementation.

In addition, the Levels of Use procedure developed at the Research and Development Center for Teacher Education at The University of Texas at Austin was used as a point of departure for both our telephone interview instrument and data analysis.*

The Level of Use (LoU) procedure measures what a user of an innovation, in our case, the multimedia training package, does in relation to the innovation. The procedure focuses on behaviors of the user, not on feeling, motivation, or attitudes. The procedure is generic and can be adapted for use with different innovations. "For each innovation, a basic definition including distinguishing characteristics is developed, and the interviewee's faithfulness to these characteristics determines the distinction between use and nonuse -- Use, however, is not a dichotomous phenomenon; rather there are different levels of use established through decision points between levels and seven categories of innovation user behavior" (Hall and Loucks, p. 265). The measure of material usage developed by SEDL was used to establish the different types of use employed by package leaders. The LoU developed by the University R & D Center was used to pinpoint where on a continuum of use training leaders fall.

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*For a complete description of the instrument, see Loucks, Susan F., et.al., Measuring Levels of Use of the Innovation: A Manual for Trainers, Interviewers, and Raters. Austin, TX.: The Research and Development Center for Teacher Education, The University of Texas at Austin, 1975. See also Hall, G.E. and Susan F. Loucks, "A Developmental Model for Determining Whether the Treatment is Actually Implemented." American Educational Research Journal. vol. 14, no.3, summer 1977, pp. 263-276.

4. Data Collection

The Parent Session Reaction Form and the Leader/Co-Leader Reaction Form were sent to the training sites as part of the training package. The former was attached to the Parent Posttest and completed by parents at the end of each session. The latter was completed by leaders at the end of each session and forwarded to SEDL along with the parent forms at the end of each session. Reaction forms from both leaders and parents were reviewed for the first three sessions in preparation for the telephone interview with the leader timed to occur at the end of the fourth session. An information guide for each site was completed, summarizing information from the Session Reaction Forms and relating to the components of implementation at that site. (See Appendix D for forms.) The information guide was used as background information for probes throughout the telephone interview. Appointments with workshop leaders after the fourth session were prearranged for a fifteen to twenty minute period as soon as possible after the fourth session. With the permission of the leader, the interview was recorded. In every case leaders agreed to talk with SEDL interviewers and to have the conversation recorded.

5. Data Analysis

The tapes from the recorded telephone interviews with workshop leaders were transcribed and then rated. They were first rated according to the LoU procedure and second, according to a preexisting coding scheme developed by SEDL. Additional information from the Session Reaction Forms pertaining to the three categories of implementation was utilized to supplement the interview transcripts.

Two raters reviewed the tapes and transcripts of each interview and gave independent LoU ratings for each user. The independent ratings were compared and the discrepancies discussed. In no case was there more than one difference for any of the separate categories on the LoU scale. In most cases the differences in ratings were due to differences in the raters' frame of reference. When the frame of reference was clarified, differences remained in one case only. The difference has been displayed as a double LOU rating on Table 25, Summary of MMTP Implementation Data, p. 107.

In addition to the LoU procedure, a SEDL rating scheme was adopted to measure implementation for the MMTP. Presence of change, type, magnitude, and appropriateness of change were identified for each MMTP user. The presence of change was established through the answers to the following questions:

(1) Do the workshops include each of the four prescribed parts?

(2) Are the four parts presented in the order prescribed by the developers?

(3) Are any of the activities or materials revised by the workshop leader?

(4) Are there any activities or materials added over and beyond the ones prescribed by the developers?

The magnitude of change--major or minor--was established according to the following criteria:

(1) Deletion of two or more of the four parts from two or more sessions = Major change

(2) Reordering of one or more parts in two or more sessions = Major change

(3) Revision of one or more materials/activities in two or more sessions = Major change

(4) Addition of new materials/activities of more than ten minutes = Major change

A minor change was defined as any type of change, excluding a deletion of one or more of the four major parts of a session, that occurred in only one session. Appropriateness was assessed according to Work Unit II staff's notion of how much user (workshop leader) discretion constituted faithful use of the MMTP and how much constituted a violation of the staff's intent.

In the introduction to the Leader's Manual, it was explicitly suggested that leaders should adapt materials according to the needs, level of preparation and interest of participants. If certain terms or definitions are unfamiliar to participants, it was suggested and assumed that leaders would redefine the terms and explain them to workshop participants. Therefore, if a leader reports that she or he has put definitions from the flipchart into more "everyday language" for the participants, WU II staff considered that change as an appropriate one. If the leader, on the other hand, reports that the concepts on the flip chart were too complicated for the parents to understand and therefore she decided to eliminate the flipchart from the workshops, the omission was considered an appropriate one. Exercise of discretion on the part of leaders, leading to change in material usage, is encouraged, but a standard of appropriateness is held against which change is evaluated.

To summarize, fidelity of material usage was analyzed according to four criteria: presence of change, amount of change, type of change, and appropriate change.

Leader capabilities were assessed by a rating scheme devised by SEDL. The rating scheme measured the presence or absence of a particular capability. Although interviewers had in most cases a "sense" of the degree to which a capability was present or absent, it was felt that it was not possible to adequately document the extent to which a leader possessed rapport or commitment. Therefore, a scale was not developed, but rather the presence or absence of capabilities was recorded. Leader rapport of his/her own behaviors during the workshops were used to establish competencies in the areas of familiarity, commitment, rapport, and skills. (See Appendix D for actual behavioral criteria utilized.) The tapes and interviews were reviewed by two independent raters. In no cases were there discrepancies between the ratings of the independent raters. Information from parents (Parent Reaction Forms) was used to supplement or clarify the leaders' information.

Parent involvement was analyzed according to a rating scheme devised by SEDL. The tapes and interviews were reviewed for instances of parent participation in question and answer periods, discussion of own problems and experiences, volunteering of examples and information related to content of MMTP, and solicitation of additional information related to the session content. However, it was discovered that neither the Session Reaction Form nor the interviews provided sufficient information to provide behavioral examples of parent involvement. Again, the raters had a "sense" of the degree of involvement, but it could not be documented. Therefore, the third component of implementation was dropped from the schema because of inadequate information. However, parent involvement is an important component of implementation, and in the future, more adequate measures of that component will be devised.

6. Findings

The results of the findings on implementation of the training packages are summarized on Table 25. Please note that sites on the chart are listed in rank order of leader capabilities ratings. Sites with the most positive ratings of leader capabilities are listed first; the remaining sites are arranged in descending order of leader capabilities. For purposes of discussion at the moment, those sites with two or more positive ratings on leader capabilities and no negative ratings are referred to as falling into one group. This is called Group A, and it appears above the line. Those sites with only one positive rating and/or more negative ratings fall into another group which is called Group B, and appears below the line.

TABLE 25

SUMMARY OF MMTP IMPLEMENTATION DATA

	SITE (n=24) S=school NS=nonschool (service agency)	PACKAGE	LEADER CAPABILITIES					LEADER EXPERIENCE		LOU	CHANGES IN MATERIAL USAGE		
			Overall Ranking	Familiarity	Commitment	Rapport	Skills	Experience with low-income adults	Experience with problem-solving workshops	(Level of Use)	Magnitude M=major m=minor	Number of Changes	Appropriateness A=appropriate I=inappropriate
Group A	S	I	4 +'s	+	+	+	+	+	+	4a	m	3	A & I
	S	III	4 +'s	+	+	+	+	+	-	5	M & m	3 + 3	A
	S	III	4 +'s	+	+	+	+	+	+	4b	M & m	1 + 4	A
	NS	II	3 +'s	+	+	+	0	+	-	4a	m	3	A & I
	S	II	3 +'s	+	+	+	0	+	+	4a	m	5	A
	NS	II	3 +'s	+	+	+	0	+	+	N. I.	M	3	I
	S	II	3 +'s	+	+	+	0	+	+	4a	m	2	A & I
	S	I	3 +'s	+	+	+	0	-	+	4b	m	3	A & I
Group B	NS	I	2 +'s	0	+	+	0	+	+	3	m	1	I
	NS	I	2 +'s	0	+	+	0	+	+	4a-	0		
	S	I	2 +'s	0	+	0	+	+	+	3-4a	m	1	A
	NS	I	2+, 1-	0	+	+	-	+	-	3+	0		
	S	I	2+, 1-	-	+	+	0	+	-	3	m	1	A
	S	I	2+, 1-	-	+	0	+	-	-	4a-	0		
	S	III	2+, 1-	+	+	0	-	-	-	3+	m	2	A
	NS	I	1-	0	0	0	-	+	+	3	0		
	NS	III	2+, 2-	+	+	-	-	+	+	4a	m	2	A
	NS	III	2+, 2-	+	+	-	-	+	+	3	m	1	A
	NS	III	2+, 2-	-	+	+	-	+	-	3	m	2	A
	S	II	1+, 2-	-	+	0	-	+	-	3-	M	1	I
	S	II	1+, 2-	-	0	+	-	+	-	3+	m	1	A
	NS	II	1+, 2-	-	+	0	-	+	-	3-	0		
	NS	I	1+, 2-	-	+	-	0	-	-	4a	0		
	NS	III	2-	-	0	0	-	-	-	3	M & m	1 + 1	A & I
	NS	I	1+, 3-	-	+	-	-	+	-	3	M	1	I

In discussing the findings on implementation, it is necessary to look first at the dimension of implementation called material usage. How faithfully did workshop leaders use the training packages? Did they deviate from prescribed usage? If so, how much? In what way? And why? Changes in material usage are recorded in the final column group on Table 25.

All leaders in Group A deviated from prescribed material usage. Seven of the eight sites in Group A had three or more changes. All sites in Group A had at least two changes. Not all leaders in Group B made changes. One-third of the sites reported no changes at all. Of those sites reporting changes in material usage, no site made more than two changes. Almost two-thirds had only one change. When asked what changes were made in their sessions, leaders in Group B were more likely than leaders in Group A to reply that they did not make changes because they wanted to test the Package exactly as given them. It appears, then, that change in material usage is more likely to occur in Group A. Moreover, major appropriate changes were likely to occur in Group A and major inappropriate changes in Group B.

What were these major changes, and why did they occur? All major changes in Group B were considered inappropriate by Work Unit II staff. One site omitted the flipchart from all sessions because the leader thought the terms were "just too much for them (parents)." The leader neither tried out the flipchart activity nor attempted to modify or explain the terms considered too difficult. The flipchart was the primary vehicle for presenting session content; and its omission therefore was considered a major inappropriate change. Another leader omitted the audiotape from all four sessions because she incorrectly interpreted the Leader's Manual to read that either the film or the audiotape was to be used. She then complained of a lack of examples for the parents to discuss. Since the audiotape contained applications of the session content for group discussion, the omission was considered a major inappropriate change. A third leader in Group B shortened the time of each session, including testing of parents, to one hour because the parents were tired of the sessions. She then complained of a lack of activities for parent involvement. Since the Work Unit II staff felt that the prescribed two hours was barely adequate for completion of a session, the shortening of session to just one-half the prescribed time was considered major and inappropriate. In all three cases, the inappropriate change seems to have resulted from the leader's misunderstanding of the intent or directions of the sessions.

Major changes in Group A were three: two appropriate, and one inappropriate. The two appropriate major changes occured at sites with the highest ratings on all variables. At one of these, each session was divided in half and presented at two separate sessions. The first presented content; the second applications, including the addition of a major role-playing activity and several smaller activities to increase parent understanding and involvement. At the other, the language, examples, and applications were adapted in three of the four sessions, in order to accommodate the presence of paraprofessionals from the training site for whom the leader wanted to offer the training, not only for their personal use at home, but for use on the job. Major changes at the third site were inappropriate. They consisted of omissions, additions, and resequencing. Session

One consisted of the media shown during a PTA meeting; nothing more of the material was presented. Session Two included all three films from Sessions One, Two, and Three. The co-leader took over Session Three, and was unavailable at the time of the phone interview. Session Four was not held at all. The leader at this site was aware that her sessions deviated from the prescribed session plans, but attributed these changes to the fact that it was difficult to locate an agency willing to host the presentations. Thus, the school district allowed the viewing of the film during the PTA meeting and nothing more. The church allowed one session to be held after Sunday mass. Fearing that no other sessions could be held, the leader chose to show all three films and hold a discussion afterwards. In the case of this rural site, circumstances beyond the control of the leader accounted for the inappropriateness of the changes. (As a point of interest, this rural community has opened an outreach center halfway between the outlying church and the small town at the request of the parents who attended the training sessions at the church; and one of the services to be provided by the center in the future, is training using the bilingual multimedia package.)

In short, in the first two cases of Group A the major changes emanated from a concern with client understanding. In the third case, from circumstances beyond the leader's control. Changes in Group B emanated from the leader's lack of understanding of the intent of the package. Major changes in Group A are likely to be appropriate; in Group B, inappropriate.

The second dimension of implementation measured in the study was leader capabilities. As mentioned earlier, the sites on Table

25, p. 107, were rank ordered by their ratings of leader capabilities, which are represented on column one. All leaders in Group A received at least three positive ratings on the four measures of leader capabilities (familiarity with materials; commitment to training; rapport with participants; group leadership skills); they received no negative ratings in the first three categories. Those leaders without the fourth positive rating on skills had a "zero" for "no information." Note that there were no negative ratings on any dimension of leader capabilities among Group A leaders.

Leaders in Group B possessed at most two positive ratings. In all but one-fifth of the cases, they received one or more negative ratings; in half the cases they received two or more negative ratings. Leaders in Group B were more likely to receive negative ratings on familiarity and skills, the two cognitive dimensions of leader capabilities. They were least likely to receive a negative rating on rapport with their audience. It should be noted that no leader in either group received a negative rating on commitment. All leaders expressed a commitment to training for their participants, a need on the part of participants for training in parent skills and/or an appreciation of the training materials.

To summarize the findings on leader capabilities, leaders in Group A were rated higher than leaders in Group B. Why might this be so? If leaders' previous experience is examined--some differences not only in the amount of preparation, but in the type can be detected (the second column in Table 25). The particular type of preparation is more important than the amount of preparation. Virtually all leaders possess experience in either preschool/early childhood education. Most have worked with low-income adults, although not all. Those leaders without experience working with low-income adults mostly fall into Group B. Most of the leaders have also had some experience with some training workshops. The critical variable, however, seems to be experience with a particular type of training workshop: those involving personal problem solving. All but two leaders in Group A reported experience in leading workshops having to do with problem solving at a personal level. The two who did not report this experience were a school psychologist and a minister, both of whom in the course of their work, counsel clients in personal problems. Of the leaders in Group B, over half did not have experience in leading workshops involving personal problem solving. Experience with personal problem-solving groups seems to enhance a leader's ability to elicit discussion of family problems from parents, to relate family problems to package content, and to facilitate the working out of solutions using group input.

The distinction between Groups A and B is further apparent when the LoU ratings are examined (the third column on Table 25). The Levels of Use are "distinct states that represent observably different types of behavior and patterns of innovation use as exhibited by individuals and groups. These levels characterize a user's development in acquiring new skills and varying use of the innovation" (Hall, G.E., et al., "Levels of Use of the Innovation: A Framework for Analyzing innovation adoption," Journal of Teacher Education, 1975, 26 (1), pp. 52-56). Levels 0 - 2 represent nonuse of the innovation, exploration of the innovation, and preparation for use of the innovation. Level 3 represents a mechanical use of the innovation in which little change exists and the "user focuses on the short-term, day to day use of the innovation with little time for reflection. Changes in use are made more to meet user needs than client needs. The user is primarily engaged in a stepwise attempt to master the tasks required to use the innovation" (Hall and Loucks, p. 54) rather than on client understanding or outcomes. Level 4a represents a routine, smooth use of the innovation with minimum effort or stress. Level 4b sees changes in the innovation for the purpose of increasing the innovation's impact on clients. Reflection or evaluation on the part of the user (workshop leader) is required to make those changes. Level 5 represents a state in which the user coordinates his/her activities with those of colleagues in order to increase the impact of the innovation on clients. The highest Level of Use, level 6, represents a state in which the user makes major modifications in the innovation and/or explores alternative to the innovation in order to improve client outcomes.

All leaders in Group A received a 4a or above rating; the highest ratings received by any leader fell to three leaders in Group A. No leader in Group B received higher than a 4a rating. Four-fifths of the leaders in Group B received a 3, the lowest rating. Leaders in Group B tended to be more mechanical, to experience management problems, and to be concerned with the operation of their training. Leaders in Group A experienced more routine and smooth sessions. They were less likely to experience management problems with equipment, child care, division of time between activities, etc., and were more likely to be concerned with the understanding and learning of their participants than with their own management of the session.

Looking at either material usage, leader capabilities, Level of Use, or leader experience, differences in the way the MMTP was implemented at the twenty-five training sites do seem to exist. Leaders change the materials in different ways; some make no changes at all. Leaders possess different training experiences and exercise different training capabilities. Further, the levels at which leaders use the innovation vary. Based on these differences, there appear to be two major patterns to the way in which the MMTP is used. Pattern A has users who make modifications in the MMTP while still remaining faithful to the intent behind the material. The modifications are made with the clients and their learning in mind. Pattern A users are committed to the training package and have established good rapport with their audience. They are familiar with the training materials, and are likely to possess skills in workshop leadership. Their use of the materials is routine, and often innovative.

Pattern B users are less likely to make modifications in the materials. If they make major changes, they are usually deletions made because of lack of familiarity with the materials and the intent behind the materials. They are more likely not to possess skills in workshop leadership or to be familiar with the training materials. Their use of the materials is often mechanical, and they are concerned primarily with their own ability to lead the workshop rather than with their clients' learning. If we speak of the fidelity interpretation of implementation, Group B users may be more faithful to the letter of the packages, while Group B users, who make changes to fit the needs of their participants, are more faithful to the spirit of the packages. In speaking of the process interpretation of implementation, Group B users are less likely to modify the package than are Group A users. When they do make modifications, they are fewer and less significant in magnitude.

What are the implications of these findings? In discussion of the findings on learning outcomes it was shown that learning outcomes do vary across sites. It was inferred that the way in which a training package is implemented has an impact on learning. In this section the existence of different implementation patterns has been documented. Differences in material usage and leader capabilities that make up implementation patterns were presented and discussed. The question remains, do these different implementation patterns influence learning outcomes of the workshop participants, and if so, how?

Further investigation of the relationship between implementation patterns and learner outcomes will be conducted by SEDL in the following months. First the size of expected gains for participants scoring at the average on the pretest will be examined to determine whether there are site differences for the average participant. Second, participants will be regrouped according to the implementation pattern (Group A or Group B) recorded at their site, and learning outcomes between participants in Group A and Group B will be compared. A comparison between expected gains for Group A and Group B members, again using a series of linear models, will be made. It is hoped that a preliminary answer to the question concerning the relationship between implementation and learning outcomes can be offered from the analysis currently underway at SEDL. Further, it is recommended that subsequent studies at SEDL be undertaken to verify the conclusions reported here and to examine in more depth those features of the innovation and its use that affect learning outcomes.

IV. Other Significant Efforts

A. COORDINATED EFFORT

1. Purpose

The three Early Childhood Program Work Units were designed to fill one main need: that of providing awareness, information, and training to parents of young children and other caregivers. To this end, Work Unit III's Positive Parent products-- TV spots and accompanying booklets-- were designed to create awareness; Work Unit I's Parenting Materials Information Center (PMIC and its replication system, the Parenting Materials Index (PMI), were designed to provide information; and Work Unit II's Multimedia Training Packages (MMTP's) were designed to provide training. The Coordinated Effort was proposed to assess the effectiveness of the combined use of the three Early Childhood Program Work Units at one site.

The proposed implementation strategy for the Coordinated Effort involved (1) use of the TV spots and booklets to inform respondents about both the PMI and the Multimedia Training Package; (2) use of the PMI to inform users about the training package and the spots; and finally (3) use of the training package to inform participants about the PMI and the TV spots/booklets. It was assumed that implementation of the three products would require coordination and management beyond what is required for the implementation of a single independent product. It was also assumed that each site would modify the implementation strategy according to its own needs.

Specifically, the goals identified for the Coordinated Effort were:

1) To implement a version of the Coordinated Effort in a

minimum of two sites over a two-month period, from September through October, 1977;

2) To document the management strategies/problems encountered;

3) To assess the effectiveness of the implementation of the Coordinated Effort.

2. Activities

To begin the Coordinated Effort, sites were selected, sent a letter of understanding and a tentative time table. Exposure to the products was provided by SEDL to site directors. Utah's director was brought to SEDL and received training in the PMI. SEDL staff members went to Dallas and made a presentation to Dallas Independent School District personnel on the parenting project. A staff member from San Antonio spent a day at SEDL meeting with ECP personnel involved in the development of each of the three products. Subsequently, sites were contacted during the Coordinated Effort to see if they needed additional information or assistance. Other than details, such as a new light bulb for the PMI backlit stand, no assistance was requested. Toward the end of the implementation period sites were sent a questionnaire which was designed to provide SEDL with documentation about how the Coordinated Effort was carried out. A brief telephone interview of the sites was the final step in the Coordinated Effort.

a. Participating Sites

Sites were selected first on the basis of an expressed interest in the PMIC and second on the basis of an interest in participating in the Coordinated Effort. Three very different sites were chosen: Parent Education Resource Center, Murray, Utah; Young Family Resource Center, San Antonio, Texas; and Dallas Independent School District, Dallas, Texas.

The Parent Education Resource Center in Murray, Utah, is part of the Utah Learning Resource Center which was established to provide special educators with new and current materials and information in all areas dealing in special education. The Center includes a special area relating to responsible parenthood, which distributes and demonstrates parenting materials, including professional and resource materials; provides consultant services for the selection and use of materials and the evaluation of their effectiveness; and holds class demonstration workshops for parents and prospective parents. The Utah Learning Resource Center has recently been funded to set up three new Parent Education Resource Centers and twelve responsible Parenthood Projects.

The Young Family Resource Center in San Antonio, Texas, is a demonstration project under the direction of The University of Texas Health Science Center School of Nursing. It operates in cooperation with volunteers from the Junior League and the Bexar County Medical Society Auxiliary. The Center's goal is to offer support and information to expectant parents and parents of young children and to assist them in making the most effective use of community resources. The Center has a browsing library of books, pamphlets, films, and toys, and offers parents small group educational meetings, special workshops, and individual opportunities to discuss experiences with children. Trained parent volunteers and clinical nurse specialists are available for consultation, and telephone information service is provided.

The Dallas Independent School District site is a special project developed by the school district's Parent Education Specialist and funded through Title IV C. The goals of the project are to develop, implement, and disseminate strategies to strengthen district-wide parent education and involvement. They have a program of workshops and home visits for parents, and have also developed a Parent Materials and Information Center which primarily serves professionals within the school district.

After sites were identified, they were sent a "Letter of Understanding" which set forth the conditions and arrangements necessary to carry out the Coordinated Effort and included contracts for each of the three work unit products. (See Appendix E for copies of these documents.)

b. Schedule of Events

Implementation of the Coordinated Effort generally occurred in three stages: contact with television stations for airing of TV spots (August 29 - September 9); delivery of materials by SEDL with training in use of products provided by SEDL (September 12 - 30); actual use of products by sites with monitoring by SEDL (September 15 - October 28). Sites were informed of this schedule of events via letter and copy of the schedule. Table 26 describes the schedule of events for the Coordinated Effort giving pertinent dates and a brief description.

During the August 29 - September 9 period, sites were expected to begin contacting local television stations in order to make arrangements to air TV spots, to inform SEDL what information they wished on the spot tags, and to decide how to handle dissemination of booklets. During the September 12 - 30 period, SEDL would deliver the TV spots and booklets, the multimedia training package, and the PMI to the sites. SEDL would also provide sites with training in the use of each of the three products. Sites would

TABLE 26

SCHEDULE OF EVENTS: COORDINATED EFFORT

Dates	
August 29 - September 2	SEDL: Telephone contact with sites, mailing of "Letter of Understanding of Sites." SITES: Begin contacting local TV stations
September 6	SITES: Deadline for receiving information from sites . for spot tags . booklet dissemination
September 6 - September 9	SITES: Forward information for spot tags to TV/Film, continue contacting local TV stations, identify staff member who will distribute booklets and information.
September 12	SEDL: Deadline for mailing TV Spots and Multimedia Training Package SITES: Identify 1) Leader and Co-Leader for MMTP and 2) staff member assigned to PMI
September 12 - September 30	SEDL: Training provided sites for product use. SITES: Establish PMI, begin airing TV Spots
(September 15)	SITES: Deadline for beginning airing TV spots; distribution of booklets; distribution of information concerning MMTP and PMI; scheduling of MMTP.
October 3 - October 28	SITES: Conduct Multimedia Training; PMI in operation; return of Questionnaire to SEDL.
October 17 - October 28	SEDL: Site debriefings.

identify a leader and co-leader for use of package and a staff member would be assigned to the PMI. They would also begin airing TV spots, distributing booklets, and distributing information concerning the PMI and the training package.

From September 15 - October 28, sites would conduct multimedia training package sessions and operate the PMI; SEDL would contact sites at regular intervals to give assistance where necessary; sites would complete questionnaire forms for SEDL, giving information about use of products, and would return the PMI, TV spots, and the training package, retaining an option to purchase any of the products.

c. Data Collection

The effectiveness of the Coordinated Effort was assessed based on information gathered via questionnaire, contacts with sites made at regular intervals during implementation, and debriefing interviews conducted by telephone. The survey questionnaire (see Appendix E for copy) was designed to collect information for two purposes: 1) To assess the management strategies used by agencies undertaking the Coordinated Effort; and 2) to assess the outcomes of the Coordinated Effort. The questionnaire was further designed for the purpose of providing background information for a debriefing interview. The questionnaire was mailed to the director of each site requesting that it be completed by November 30, whether or not the site had finished the Coordinated Effort. Since sites were at different points when they completed the questionnaire, its completeness varied. Additional information was obtained via telephone interview with directors. Time did not allow for in-depth telephone interviews with workshop leaders or coordinators of PMI and TV Spot/booklets, when these were different from the Center directors.

3. Findings

Information from the returned questionnaires and the follow-up telephone interviews are summarized in Tables 27-30, pp. 128-135. The tables describe the nature of the Coordinated Effort in each of the sites, based on the self-reporting of directors at each site. In some cases the director was not the person implementing the specific product strategy.

Table 27 is more general than the tables that follow. It describes the agency or site, its clients, funding source, goals, and activities; the purpose for which it undertook the Coordinated Effort; the extent to which the three product strategies were coordinated; and the problems each agency reported. Tables 28 through 30 treat each of the product strategies separately. They include similar categories of information as the previous table: purpose of product; how product was used; implementation of the strategy; problems encountered; and perceived outcomes. This last category is gleaned from the returned information rather than being based entirely on self-report.

As Table 27 illustrates, of the three participating sites, two were service agencies, one statewide and one citywide; the third was an urban school district. Two sites primarily serve professionals; the other primarily parents. Despite differences in clientele, overall agency goals are the same. All three are currently involved in conducting training workshops for parents and providing written information on parenting. All three agencies viewed the Coordinated Effort as an opportunity to obtain materials which would supplement their ongoing activities. Two saw the Coordinated Effort as an opportunity to increase agency visibility. In short, the overall goals of the three participating agencies, as well as their motivation for participation, were quite similar.

Likewise, problems reported by the agencies are similar. Personnel, time and budget resources were reported as limited. Further, although only one agency listed poor coordination among products as a problem, a look at the implementation section of Table 27 suggests that in fact a true coordination did not exist at any of the sites. There was little or no linkage between the TV Spots/booklets and the other two products: the TV Spots/booklets were not used to lead clients to both the PMI and the MMTP. There was some linkage between the PMI and the other two products (the users were informed of the MMTP and the TV Spots/booklets); and some between the MMTP and the PMI and TV Spots/booklets (again users were informed). Booklets were used independently as a product in Packages I and III.

In Table 28 it can be seen that at the onset of the Coordinated Effort, the TV spots and booklets were perceived by the sites as providing publicity for agencies. All three agencies used outside help in order to utilize TV spots and booklet strategy. All three sites complained of not having control over when and how often the spots were aired. Further, all mentioned the difficulty they had getting information back from stations, and all were surprised at the low response rate.

Not only were there not as many responses as expected from the TV spots, but also persons responding were not informed of both the PMI and the MMTP. Thus sites did not fulfill criteria for coordination.

(Utah reported that it would have used spots for this purpose, however it had no responses.)

Interestingly, the booklets were utilized independently of the TV spots, both as publicity for agency and its activities and as content material in on-going agency activities.

The PMI, as summarized in Table 29 was perceived by the agency as a resource for professionals and was used as such during the Coordinated Effort. Two sites held demonstration on the use of the PMI for professionals and the third demonstrated it as part of meetings with professionals. All three showed center visitors how to use the PMI as a matter of course. Two of the three agencies informed PMI visitors about the MMTP and the Spots/booklets.

All center directors had favorable comments to offer about the PMI's providing a useful resource, both for the center's clients and the centers themselves in ordering new materials. However, there were some managemnt problems such as staffing and start-up time needed to make the PMI operational.

As reported in Table 30, all three sites used the multimedia training package as part of on-going parenting programs. The packages were led in two cases by personnel within the centers; in the third case by the director of the center. The number of workshop participants varied across sites. Methods of recruiting parents, traditional in every case, were the same across sites. The sites did not rely on the other two products to recruit parents. In two sites, however, parents were told about the TV spots and the PMI; in a third they were not.

In all three cases the reported outcomes were favorable: parents liked the workshop and sites have plans to continue use of the training package. Problems reported with the use of the package were of a management nature: recruitment, child care, lack of preparation time, resistance to test forms.

TABLE 27
COORDINATED EFFORT

SITE/AGENCY	UTAH	SAN ANTONIO	DALLAS
	Parent Education Resource Center (Part of Utah Learning Resource Center, affiliated with state.)	Young Family Resource Center (Demonstration Project under direction of UT Health Science Center School of Nursing)	Dallas Independent School District (DISD) (Project developed by Parent Education Specialist)
Clients	Statewide residents: education professionals; parents	San Antonio: parents; health professionals	DISD: education professionals; parents
Funding	State of Utah	The University of Texas	Dallas Independent School District
Goals	1. To provide information and materials to education professionals 2. To provide information, materials, and training to parents and expectant parents	1. To provide information, materials, and training to expectant parents and parents of young children 2. To provide information to health professionals	1. To provide information and materials to education professional 2. To provide information, materials and training to parents
Activities/ Services	1. Browsing library of books and materials (300 items) for professionals 2. Evaluation of effectiveness and usefulness of materials 3. Demonstrations of use of instructional materials 4. Workshops for parents and expectant parents	1. Browsing library of printed materials (300 items) 2. Workshops for expectant parents and parents of young children 3. Individual counseling	1. Parenting Materials and Information Center for professionals 2. Workshops for parents 3. Home visits to parents
COORDINATION			
Purpose	1. To obtain materials to meet agency needs 2. To increase agency visibility	1. To obtain materials to meet agency needs 2. To increase agency visibility	1. To obtain materials to meet agency needs

TABLE 27 continued

Implementation* 1. TV Spots/Booklets Coord. with PMI & MMTP	^{0}No	$^{1/2}$Partly: asked respondents if wanted to participate in training	^{0}No: flyer did not mention PMI and MMTP
2. PMI Coord. with TV Spots/Booklets and MMTP	^{1}Yes: told PMI users about TV Spots and MMTP; used booklet in PMI	^{1}Yes: told PMI users about MMTP and TV spots	$^{1/2}$Partly: booklet order blanks placed in PMI
3. MMTP Coord. with TV Spots/Booklets and PMI	^{1}Yes: told parents to watch for spots and told them about PMI; used booklets in MMTP	$^{1/2}$Partly: gave booklets as MMTP overview and showed parents how to use PMI	^{0}No
General Problems	1. Poor coordination of TV spots with agency efforts 2. Personnel changes: lack of available staff	1. Difficulty implementing PMI 2. Inadequate agency preparation for MMTP workshop 3. Time to work with materials too short 4. Director out on maternity leave	1. Personnel: no one to staff PMI 2. No budget alloted for effort

*Refer to p. ___ for SEDL definition of coordination between the three products.

TABLE 28
TV SPOTS AND BOOKLETS

AGENCY/SITE	UTAH	SAN ANTONIO	DALLAS
PURPOSE of Spots and Booklets	1. Publicity for agency	1. Publicity for agency	1. Parent/public awareness 2. Publicity for agency
STRATEGY			
Station Contact By:	Agency delegated responsibility to Director of Internal Support Services, Utah State Board of Education	By Agency assisted by Public Relations staff of Health Science Center	By Agency with help of Action Center
Involved	Letter written to four stations. Follow-up call made by project director.	Five stations' Public Relations or Community Relations Directors telephoned. Volunteer took spots to stations.	Arrangements made by Project Director with 4 channels; flyer to accompany booklet developed by Action Center.
Response Made	Write or telephone	Telephone	Write
Duration	Two weeks	Three weeks (one station airing into December	Two weeks
Phone or Write-In Response to TV Spots	0	15 "less than expected"	8+ "less than expected"
Coordination	1. Encouraged parents at MMTP workshop to look for TV spots 2. Will use booklets in Center/parent classes in future	1. Told respondents over phone about MMTP 2. Gave out booklets to workshop participants as MMTP overview	1. Copies of booklet order blanks placed in PMI 2. Agency flyer didn't mention PMI or MMTP, just agency services

TABLE 28 Continued

PROBLEMS Site	1. Poor coordination done by USB of E 2. Couldn't get information from stations 3. TV stations left out part of tag 4. Other agencies putting out parent spots too.	1. Less call-ins than anticipated 2. October bad time for PSA's 3. Difficulty getting information from stations on airing times and dates 4. Needed more time to implement strategy.	1. Public TV (one of 4 stations contacted) not interested 2. Spot tag too long 3. Difficulty getting data from stations 4. No monies budgeted for booklet postage 5. Booklets need place to identify agency and had to design flyer to accompany booklets.
PERCEIVED OUTCOMES	1. Used booklets as overview and as advertisement for MMTP; also used booklet in PMI	1. Used booklets as MMTP overview 2. Spots were publicity for site 3. Stations enthusiastic about spots 4. Have better idea how to use TV strategy now	1. Home-school coordinator using booklets 2. Booklets with flyer used to publicize agency

TABLE 29
PARENTING MATERIALS INDEX: WORK UNIT I

SITE/AGENCY	UTAH Parent Education Resource Center	SAN ANTONIO Young Family Resource Center	DALLAS DISD Parent Education Office
PURPOSE OF PMI	1. Resource for state centers for parent education and for state Responsible Parenthood Projects 2. Resource for any other interested groups or individuals	1. Resource for visitors to Center (Parents and pre-parents)	1. Resource for DISD professionals and administrators
INTENDED USERS	Professional groups who want to locate materials to purchase	Parents on mailing list and/or health professionals	Professionals in Dallas area
STRATEGY			
Location	Set up in Center	Set up on table in Center	Part of existing PM&IC
Staff: time	1 Secretary: 15 min./wk. 1 Professional: whenever called upon	1 Clerk: 2 hours week 1 Professional: 1 hour	1 Secretary: shared by PM&IC and PMI 2 Professionals: whenever called upon
Demonstration			
No. Sessions	1	2	0
Attendance	3 (Directors of Parent Education Projects)	6 (2 social workers, 2 nurses, 2 early childhood educators)	
Other	Whenever users come to Center	Whenever visitors come to Center	Whenever users come to PM&IC
Publicity	Brochures, posters displayed in Center; Center users referred to PMI; sent letter to 30 professional groups	Mailed 500 letters of information to parents and professionals on mailing list; Center users shown PMI	Demonstration given during meetings with professionals; no other publicity
Coordination	Users told about MMTP and TV Spots	Users told about MMTP and TV Spots	No coordination with MMTP and TV Spots

TABLE 29, Continued

	UTAH	SAN ANTONIO	DALLAS
PROBLEMS Site	1. Personnel resigned: delayed implementation 2. Most parents not interested in using PMI 3. Professionals would be ordering materials for spring	1. Director on maternity leave 2. Takes time to learn to use PMI--looks hard at first 3. Takes time to get word out	1. Late staffing PMI
SEDL	1. Need ECP assistance: more information on maintenance (light stand didn't work; sometimes difficult to read numbers) 2. Need additional information from ECP to publicize PMI	1. Needed specifics about what costs to buy and up date it 2. Can't find book by its title	none reported
PERCEIVED OUTCOMES Users Number through November 30	6-8	10	6+
Kind	Professionals	8 Professionals; 2 parents	Graduate students; principals; area professionals
Reaction	"They like it and see it as a valuable tool."	"Somewhat helpful--takes time."	"Fantastic; general supervisor has come up to see it."
Benefit to Center and Users	1. Help Center order new materials 2. Helps Center provide unique resource to others 3. Takes place of trying to use several catalogues	1. Publicity for Center 2. Have better idea how to publicize PMI--send to school districts	1. Help identify materials for district and will be used to do same for State of Oklahoma

TABLE 30
MULTIMEDIA TRAINING PACKAGE "WAYS TO DISCIPLINE CHILDREN": Work Unit II

SITE/AGENCY	UTAH	SAN ANTONIO	DALLAS
PURPOSE OF MMTP	1. To use package as part of existing Parent Education Training Classes 2. To acquaint parents with spots and PMI 3. To acquire worthwhile materials at good prices	1. To use materials on discipline in ongoing workshops for parents	1. To help parents learn skills on discipline in the ongoing parenting program in district.
INTENDED USERS	Parents: lower middle and middle class with some training in parenting skills	Parents: middle class, some college for most	Parents in one school within district
STRATEGY			
Leader	Teacher at Parent Education Center; some graduate work; workshop training; adult education experience.	Clinical nurse specialist; research coordinator; no workshop experience; teaches nurses.	Parent Education Specialist, DISD
Preparation Time	4+ hours	10 hours	not known
Parent Recruitment	1. Flyers at schools 2. Newspaper publicity 3. Reputation of existing classes 4. Presentations to groups	1. Mailed out flyer 2. Telephoned parents	1. PTA presentation or one school 2. Mailed flyer 3. Telephoned parents who indicated interest
Number of Parents	56 (4 groups of 14: one group per session	4 parents	4-7 parents
Coordination	1. Told parents to look for spots 2. Told them about PMI--not shown how to use it 3. Did not use spots or PMI to recruit parents	1. Told parents about PMI and showed them how to use it 2. None came to MMTP because of TV spots or PMI	1. None: MMTP publicized separately 2. No information given to parents about spots or PMI
PROBLEMS*			
Site	1. Had to transport class in order to use VTR equipment	1. Babysitting--didn't provide directly 2. Recruiting parents 3. Time of day: other programs were planned	1. Needed sitter 2. Trouble recruiting parents 3. No funds available for child care
SEDL	1. Want 16mm film instead of videotape	1. Need more time to prepare after receive materials	1. Hard to use Pre-/Post 2. No VTR equipment

*Problems recorded relate to management; problems regarding content of package reported in Development, Chapter II.

TABLE 30, Continued

SITE/AGENCY	UTAH	SAN ANTONIO	DALLAS
PERCEIVED OUTCOMES			
Benefit to Center	1. Plan to use package as resource for class on discipline	1. Plan to use package again with some modifications	1. Plan to purchase package and use it with some modifications
Benefit to Users	1. "Parents were very anxious to participate in discussions and had many problems of their own they wished to discuss."	1. Content useful to parents--they "seem confused about discipline." 2. "All four sessions were super as a starting point for problem solving and group discussion of common problems."	

4. Interpretations and Conclusions

On the basis of the foregoing findings, the most obvious conclusion to make is that the Coordinated Effort, as described in the first section of this account, did not take place. In general, the three products were not used to promote and recruit users for each other. While there was some exchange of information between the training package and the PMI, there was little exchange of information between the TV spots and the other two products. The reason for this may perhaps lie in the fact, which became apparent during the course of the Effort, that the three products have very different users: the TV spots reached a broad parenting audience; the PMI was used by professionals; and the training package was designed for use with low income parents of preschool children.

What did occur during the Coordinated Effort was a successful implementation of the three strategies independently. There seemed to be to reasons for the independent use of the products. First, the sites perceived their participation in the Coordinated Effort primarily as a way to acquire materials to be integrated in ongoing programs and also to provide publicity for themselves. Second, while the Coordinated Effort was initially explained to the sites as a total program, the sites received separate training from the Early Childhood Program in the use of each of the three products. It was not surprising then that the sites perceived the products as separate entities and used them as such. There is another possible reason why the Coordinated Effort did not proceed as originally conceptualized. The time period allowed for implementation of the Effort was simply too short. There was not enough time for planning, start-up,operation, solving of implementation problems, and assessment or feedback.

The successful implementation of the three strategies independently, however, points to many benefits for users. These benefits include (1) access to information for professionals via the PMI, (2) successful use of the training package in ongoing programs and plans for its use in the future, and (3) utilization of the supporting booklets independently of the TV spots. It is important to note that although an individual may not adopt all three products, the combined use of all three by one agency may well serve the diverse needs of the agency. Reported satisfaction on the part of site directors (see Tables 27 through 30) with the products and reports of plans for the continued use of the products attest to this fact. This suggests that the three products could be of valuable use in a total program of parent education which is implemented by professionals.

B. DISSEMINATION

1. Information and Publicity

Information and publicity was disseminated about the three training packages developed by Work Unit II for two purposes: in order to obtain pilot and field test sites, and in order to inform the professional public as a whole about program efforts. Toward this end, two flyers or brochures and a slide/audiotape presentation were developed. The flyers or brochures were used both to obtain test sites and to inform the public as a whole about program efforts. The slide/audiotape presentation, called the Early Childhood Program Overview, was used primarily for the second of the two purposes.

In order to obtain pilot and field test sites, approximately 250 flyers were mailed out with a letter to state agencies and others asking that they assist ECP in identifying agencies or programs that work with low income parents. The information obtained from this was used to send out the flyer and a second letter, inviting recipients to take part in the testing. Selected pilot and field sites from the previous funding period also received the second letter and flyer. Through this process the necessary sites were obtained. (For copies of the flyers and the letters, seee Appendix E.)

In order to inform the professional public as a whole about program efforts, presentations were made at conferences and to interested agencies, institutions, private organizations, and individuals who visited SEDL. Information was presented in the form of either the

Early Childhood Overview, an explanation of the training packages, dissemination of flyers concerning the packages, or a combination of these.

The flyers have already been described. The Early Childhood Overview is a ten-minute slide/audiotape presentation which explains the overall program thrust and the three Work Units. In order to explain Work Unit II, either the flyers were distributed or else the packages were explained in detail. When the packages were presented in detail, it was usually either to provide information to interested parties or to provide training in the use of the packages to persons or institutions planning to use the packages in workshops.

Tables 31-34 (pp. 142-150) set forth the dissemination activities of Work Unit II. Table 31 lists in chronological order all the conferences, organizations, and individuals to which information was presented. The remaining tables break the presentations out by type of group. Table 32 lists professional conferences, nation and statewide. Table 33 sets forth the local organizations, the statewide or regional organizations, and the schools. Table 34 lists the private organizations and the "other" category to which presentations were made.

In all, some thirty-one presentations were made, reaching 1,231 persons. Of these seven presentations were made at conferences, reaching 1,005 persons; sixteen presentations were made to local and statewide organizations and to schools, reaching 255 persons. Finally, six presentations were made to private organizations, individuals, and others, reaching a total of thirteen persons.

TABLE 31

PRESENTATIONS
(Chronologically Ordered)

DATE/PLACE	ORGANIZATION/INDIVIDUAL/ ETC.	PRESENTATION	PARTICIPANTS KIND	NO.
November, 1976 Dallas, Texas	National Alliance Concerned with School-Aged Parents (NACSAP) State Conference	Attended booth display: multimedia training package (MMTP) flyers	early childhood program staff and administrators	50 (flyers taken)
December, 1976 Austin, Texas	Texas Parent-Teacher Association (TPTA)	Packages I, II, III	president and board members	12
February, 1977 Austin, Texas	Barbara Palermo West Hartford, Conn.	Early Childhood Program (ECP) Overview	public school educator	1
February, 1977 Austin, Texas	Texas State Teachers Association (TSTA) Statewide Conference	ECP Overview; Packages I, II, III	teachers	40
February, 1977 Austin, Texas	Governor's Conference on Vocational Education	ECP Overview; Packages I, II, III	home economics and vocational education teachers	45
February, 1977 Atlanta, GA	Georgia State University Conference, "Toward the Competent Parent"	ECP Overview; Packages I, II, III	day care center directors and workers; preschool educators	135
February, 1977 Fort Worth, TX	Texas Home Economics Association, "Widening Our World"	Packages I, II, III; MMTP flyers	home economists	32

TABLE 31, continued

DATE/PLACE	ORGANIZATION/INDIVIDUAL/ ETC.	PRESENTATION	PARTICIPANTS	
			KIND	NO.
February, 1977 Las Vegas, NV	American Association for School Administrators, "Advocates for Youth"	Packages I, II, III; MMTP flyers	public school administrators	10
February, 1977 Austin, Texas	Carlos Vasquez, Executive Director, Southwest Training Institute of El Paso, Texas	Packages I, II, III; MMTP flyer	educator	1
March, 1977 Houston, Texas	Texas Southern University Faculty Seminar, "Research and Evaluation in Educational Materials Development"	ECP Overview; Packages I, II, III	faculty members	22
March, 1977 Austin, Texas	French Ministry of Education	ECP Overview	educators	5
March, 1977 Austin, Texas	Dr. John Bahner, Institute for Development of Educational Activities, Inc., Ohio	Packages I, II, III	educator	1
March, 1977 Austin, Texas	Northwestern State University of Louisiana	Packages I, II, III	college administrators	9
April, 1977 Houston, Texas	Second Annual Conference on Child Abuse and Neglect	ECP Overview; MMTP flyers	social workers, center directors, university professors, hospital and mental health professionals	125

TABLE 31, continued

DATE/PLACE	ORGANIZATION/INDIVIDUAL/ ETC.	PRESENTATION	PARTICIPANTS	
			KIND	NO.
April, 1977 Austin, Texas	Mrs. Oyinade Omotayo Arowolo, Principal Education Officer (Secondary Level), Ministry of Education, Oyo State, Ibadan, Nigeria	Packages I, II, III	educator	1
April, 1977 Austin, Texas	Austin Evaluation Center Austin, Texas	ECP Overview	psychologist, nurse, social worker, and coordinator	4
May, 1977 Austin, Texas	Edna Tamayo, Education Service Center, Region I	ECP Overview	professors of education	3
May, 1977 Austin, Texas	Mrs. Mildred Houston and Mrs. Rebecca Berry, Austin Housing Authority	Packages I, II, III	social agency professionals	2
June, 1977 Harlingen, Texas	Superintendent and community leaders of Harlingen, Texas	ECP Overview Packages I, II, III MMTP flyers	superintendent community leaders	1 30
June, 1977 Austin, Texas	Alex T. Nardone, West Hartford, Public Schools, Connecticut	ECP Overview	educator	1
July, 1977 Mercedes, Texas	Parent Involvement Institute, Mercedes, Texas	ECP Overview	administrators of federally-funded education programs	25
July, 1977 Austin, Texas	Parent Education Resource Center, Murray, Utah	Package III (for Coordinated Effort)	professionals	2

TABLE 31, continued

DATE/PLACE	ORGANIZATION/INDIVIDUAL/ ETC.	PRESENTATION	PARTICIPANTS KIND	NO.
August, 1977 Austin, Texas	Dr. Cecilia Cooper, Mental Health Specialist, Saipan, Marina Islands	ECP Overview; MMTP flyers	educator	1
September, 1977 Austin, Texas	Texas Department of Human Resources, Austin, Texas	ECP Overview; MMTP flyers	TDC personnel	10
September, 1977 Denton, Texas	North Texas State University, Home Economics Department	ECP Overview	students in participating classes	25
September, 1977 San Antonio, TX	Young Family Resource Center	Package III (for Coordinated Effort)	nurses and secretary	3
September, 1977 Arlington, TX	Texas Department of Human Resources, Arlington, Texas	ECP Overview; training workshop in use of Packages I, II, and III	professionals	10
September, 1977 Dallas, Texas	Parent Education Office, Dallas Independent School District (DISD)	Package III (for Coordinated Effort)	teachers, counselors	30
October, 1977 Austin, Texas	Education for Parenthood, Austin, Texas	ECP Overview; MMTP flyers	Education Service Center personnel	30
October, 1977 Washington, D.C.	National Alliance Concerned with School-Age Parents (NACSAP)	ECP Overview; MMTP flyers	professionals in Department of Health, Education, and Welfare	500

TABLE 31, continued

DATE/PLACE	ORGANIZATION/INDIVIDUAL/ ETC.	PRESENTATION	PARTICIPANTS	
			KIND	NO.
October, 1977 Jacksonville, Florida	Florida Association for Children Under Six (FACUS)	ECP Overview; Packages I, II, III	professionals	65
TOTALS:	31 Presentations		1,231 Participants	

TABLE 32

PROFESSIONAL CONFERENCES

National	Activity	Reached
Child Abuse	ECP Overview; MMTP flyers	125
NACSAP	ECP Overview, MMTP flyers	500
FACUS	ECP Overview; Presentations Of Packages I, II, III	65
Georgia State University	ECP Overview; Packages I, II, III	135
Statewide	**Activity**	**Reached**
NACSAP	Attended Booth Display: MMTP flyers	50 flyers taken
Governor's Conference on Vocational Education	ECP Overview; MMTP flyer	45
TSTA	ECP Overview; Packages I II, III	40
	Total:	1005

TABLE 33

PROFESSIONAL ORGANIZATIONS AND SCHOOLS

Local Organizations	Activity	Reached
Department of Human Resources in Arlington, Texas	ECP Overview; Packages I, II, III	10
Education for Parenthood	ECP Overview; MTP flyers	30
Parent Involvement Institute	ECP Overview	25
Young Family Resourse Center	Packages I, II, III	3
DISD Parent Education Office	Package III	30

Regional Statewide/Organizations	Activity	Reached
Rexas Parent-Teacher Association	Packages I, II, III	12
Texas Home Economics Association	Packages I, II, III	32
Texas Department of Human Resources	ECP Overview; MMTP flyers	10
Education Service Center, Region I	Packages I, II, III	1
Parent Education Resource Center, Murray, Utah	Package III	2

National Organizations	Activity	Reached
Advocates for Youth: American Association for School Administrators	Packages I, II, III	10

TABLE 33, continued

Schools	Activity	Reached
Hartford Public Schools, Hartford, Connecticut	ECP Overview	1
North Texas State Univ. Denton, Texas	ECP Overview	25
Northwestern State University of Louisiana	Packages I, II, III	9
Harlingen, Texas Superintendent and Community Leaders	ECP Overview; Packages I, II, III	31
TSU Faculty Seminar	ECP Overview; Packages I, II, III	22
	Total:	255

TABLE 34

PRIVATE ORGANIZATIONS AND OTHER

Private Organizations	Activity	Reached
Southwest Training Institute	Packages I, II, III	1
Institute for Development of Educational Activities	Packages I, II, III	1
Austin Evaluation Center	ECP Overview	4

Other	Activity	Reached
French Ministry of Education	ECP Overview	5
Mrs. Oyinada Omotayo, Nigeria	Packages I, II, III	1
Dr. Cecelia Cooper, Mariana Islands	ECP Overview; MTP flyers	1

Total: 13

2. Securing Publishers for Packages

The Early Childhood Program has been in contact with publishers regarding its program efforts and will begin a systematic effort to obtain commerical publishers for the three multimedia training packages. This systematic effort will begin with the mailing of a letter of information to approximately 300 publishers. This letter asks publishers to indicate their interest in further information about the packages. The list, in card file form, consists of publishers chosen for their special parenting interest or their multimedia capability. It was originally compiled from the Educational Marketer Yellow Pages for 1976 and 1977, and is being updated and expanded. (The Publisher's list is reproduced in Appendix E.) In addition, personal contacts with publishers will be utilized.

The publishers who respond to the initial letter will be sent a second letter which provides detailed information on the packages, including media specifications and field test sites, plus a letter of invitation to the Publisher's Briefing. The Publisher's Briefing itself will be held at SEDL. Products will be shown and discussed, and publishers will receive the Request for Proposal. (Sample Request for Proposal is found in Appendix E.) Publishers will be told they may respond to a single package or to all three. From those who respond, a publisher will be selected for each package, subject to N.I.E. approval. In the event that no publishers submit a satisfactory proposal to publish, SEDL will undertake, with N.I.E. approval, to reproduce and distribute the packages itself.

V. Implications and Recommendations

The three multimedia training packages developed by Work Unit II were implemented twenty-four times at fourteen different sites across the country. In addition, they were utilized as part of on-going parenting programs at three additional sites during the Coordinated Effort. On the basis of this experience with the MMTPs in the field, the following implications and recommendations can be made.

1. First, it is important to note that the packages were well received by workshop participants, training leaders, and site directors. Parents reported that they liked the sessions and found the materials useful. Most indicated they wanted to come to other sessions involved with further developing parenting skills. Leaders found the materials appropriate for their participants: i.e., at the right level of difficulty, relating to the real-life problems of parents, concerned with important topics, etc. Leaders reported that the workshop taught the participants a lot and helped people talk about "difficult" subjects. Leaders also reported favorably on the Leader's Manual and the ease with which they were able to prepare for the sessions. (It should be noted, that leaders spoke of the need for adequate preparation time.)

Of the seventeen sites which field tested the Packages or participated in the Coordinated Effort, fourteen have purchased the Packages and plan to continue using them in their on-going parenting programs. From this, we can infer that budget authorities within schools and service agencies, usually the agency directors, felt that the packages served a need within their agency or school for parenting materials.

2. Second, it is recommended that if the packages are to be disseminated on a wide scale after the initial stages of PRIMO currently underway at SEDL, they should be further improved by making a few changes in the existing materials. Most of these revisions involve clarification of concepts presented to parents. They do not require redoing the media presentations nor changing any of the fundamental strategies or approaches utilized. Among the revision suggested by leaders and consultants are:

(a) Package I: clarification of the differences between role, relationship, sex role, and gender.

(b) Package II: addition of a parent activity in Session Four, and the incorporation of suggestions for more informal use of flipchart throughout the package.

(c) Package III: preparation of an overview and summary explanation of the interrelationship between the four discipline techniques.

(d) Leader's Manual: emphasis upon development of problem-solving techniques as equal in importance to the working out of actual solutions to family problems.

(e) Development of techniques for assisting parents and leaders in assessing how much participants are learning; conversely, the elimination of testing from the workshops.

It is felt that with a short period of concentrated effort, the packages could be strengthened for wide scale dissemination.

3. Third, sites considering implementing the packages can benefit from the information available on learner outcomes, implementation patterns, and management details concerning training arrangements.

(a) Participants less familiar with the material in the packages are more likely to learn from the sessions than participants already familiar with the material. The learning curve observed among the 305 participants in workshops was generally, though not always, in the form of a straight line with a negative slope. The lower the pretest score of a participant, the greater the expected gain. Further analysis underway at SEDL will determine the demographic characteristics of participants with small, average, and large expected gains in learning outcomes. This information can be used to assist prospective users in their selection of a target audience.

(b) In addition, it is important for sites to note that leaders with experience in working with low-income adults and experience in leading workshops involving problem-solving of a personal nature are more likely to be innovative in their use of the materials than leaders without these experiences. Moreover, they are more likely to possess skills in leading discussion groups, an important part of the MMTP learning strategy; to establish good rapport with participants; and to be familiar with the content materials of the sessions. From ECP's point of view, these leader capabilities are desirable, and should be considered when recruiting leaders at new sites.

(c) When implementing a package, a site can also benefit from knowledge of the management problems reported by a number of field test sites. These included: difficulty recruiting parents, procuring equipment, and locating a co-leader. With adequate time to undertake these activities, leaders reported that these management difficulties can be overcome, and that their efforts can be turned toward the actual training.

4. Finally the field experience has indicated that the packages can be used in different settings with different types of participants. Although designed for low-income parents with preschool children, the packaged have

been used with parents of children of different ages, with parents who are not low-income, with teenage students, with grandparents, and with older brothers and sisters of young children. Indeed, it is Work Unit II's opinion that the training materials have, in practice, proved more flexible than originally intended by the staff. Depending on the workshop leader's initiative and ability to adapt the materials to the education level, needs, and understanding of his/her participants, the packages can be successfully implemented in a wide variety of settings, including: schools, both for parents of elementary children and for high school students themselves; and service agencies, including child care agencies, parent education agencies, community health, vocational rehabilitation, welfare, and religious organizations.

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APPENDIXES FOR:

SEDL

Final Report For November 1, 1976 to October 31, 1977

Early Childhood Program

WORK UNIT II:

MULTIMEDIA TRAINING PACKAGES FOR LOW INCOME PARENTS OF PRESCHOOL CHILDREN

PS 009791

Submitted to:
National Institute of Education
Washington, D.C.
Under Grant #NE-C-00-3-0090

From:
Southwest Educational Development Laboratory
211 East 7th Street
Austin, Texas 78701

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APPENDICES

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*Complete Field Test Instrumentation included in copies sent to NIE staff only. All other copies of the Final Report include only instruments for Session One of Package III and for the Follow-Up Study.

Appendix A

NEEDS ASSESSMENT

EARLY CHILDHOOD PROGRAM
NEEDS ASSESSMENT PROJECT

SOUTHWEST EDUCATIONAL DEVELOPMENT
LABORATORY

DECEMBER, 1976

OBJECTIVES:

TO DETERMINE WHICH PARENTING TOPICS ARE CONSIDERED IMPORTANT BY LOW INCOME PARENTS OF YOUNG CHILDREN.

TO DETERMINE ON WHICH PARENTING TOPICS LOW INCOME PARENTS FEEL THEY HAVE THE MOST KNOWLEDGE AND SKILL.

TO DETERMINE ON WHICH PARENTING TOPICS LOW INCOME PARENTS FEEL THEY NEED TO HAVE ADDITIONAL KNOWLEDGE AND SKILL IN WITH RESPECT TO BECOMING MORE EFFECTIVE PARENTS.

TO DETERMINE WHICH KINDS OF MATERIAL FORMATS ARE PREFERRED AND BEST SUITED TO CONVEY INFORMATION TO THE TARGET AUDIENCE PARENTS.

TO DETERMINE WHAT PARENTING NEEDS, IF ANY, ARE PECULIAR TO EACH OF OUR TARGET AUDIENCE GROUPS, i.e., BLACKS, MEXICAN–AMERICANS, WHITES.

TO DETERMINE SIMILARITIES AND DIFFERENCES, IF ANY, BETWEEN URBAN PARENT CONCERNS AND NEEDS AND THOSE OF RURAL PARENTS.

TO DETERMINE WHAT METHODS ARE MOST EFFECTIVE IN PROVIDING FOLLOW-UP INFORMATION AND ASSESSMENT OF PARENT UTILIZATION OF ACQUIRED PARENTING KNOWLEDGE AND SKILLS.

TO IDENTIFY INFORMATIONAL MATERIAL LANGUAGE PREFERENCES WITH RESPECT TO MATERIALS PRODUCED FOR USE BY PARENTS.

TO DRAW FROM THE NEEDS ASSESSMENT PARTICIPANT INFORMATION ABOUT A SET OF TOPICS AND STRATEGIES FOR DEVELOPING AND PRODUCING NEW MATERIALS WHICH INCREASE PARENTING KNOWLEDGE AND SKILLS OF LOW INCOME PARENTS OF PRE-SCHOOL CHILDREN.

METHODS

TYPE OF RESPONDENTS	CITY	NUMBER OF RESPONDENTS
URBAN BLACK WOMEN	DALLAS	10
URBAN WHITE WOMEN	DALLAS	11
URBAN BLACK MEN	DALLAS	11
RURAL BLACK WOMEN	CORSICANA	14
URBAN MEXICAN-AMERICAN WOMEN	HOUSTON	9
RURAL MEXICAN-AMERICAN WOMEN	HARLINGEN	12

FOCUS GROUP TECHNIQUE

- QUALITATIVE, RATHER THAN QUANTITATIVE
- NON–DIRECTIVE IN CHARACTER
- GENERATE HYPOTHESES AND IDEAS
- RESPONDENT SELECTION
- A CAUTION

GENERAL HYPOTHESES WHICH TEND TO BE COMMON TO LOW INCOME WHITES, BLACKS, AND MEXICAN–AMERICANS

INTEREST IN INFORMATION ON PARENTING IS NOT VERY GREAT. MOST PARENTS SEEM TO BE WELL SATISFIED WITH THEIR EXISTING PARENTING ABILITIES.

IT IS LIKELY THAT MEN'S INTEREST IN PARENTING INFORMATION WOULD BE LOWER THAN WOMEN'S INTEREST LEVELS.

IN REARING CHILDREN, PARENTS TRY TO AVOID THE MISTAKES THEIR PARENTS MADE — AT LEAST TO SOME EXTENT.

ERGO, SOCIETY TENDS TO HAVE A BUILT–IN CORRECTIVE MECHANISM FOR THE OBVIOUS, CONSCIOUS PROBLEMS IN PARENTING.

MOST PARENTS FEEL THAT THEIR CHILDREN ARE MUCH "SMARTER" THAN THEY (THE PARENTS) WERE WHEN THEY WERE YOUNG.

BEING A PARENT IS NOT EASY. IT IS AN AWESOME RESPONSIBILITY; IT IS A HASSLE; IT IS FRUSTRATING; IT IS EXHAUSTING.

BEING A PARENT WITHOUT THE SUPPORT OF A MATE IS EVEN MORE DIFFICULT.

A WORKING MOTHER HAS SPECIAL PROBLEMS, AND SOMETIMES A BURDEN OF GUILT.

WHERE THERE ARE TWO PARENTS, THE SINGLE MOST IMPORTANT FACTOR IN PARENTING IS THE RELATIONSHIP BETWEEN HUSBAND AND WIFE.

WHEN HUSBAND AND WIFE WORK TOGETHER (NOT NECESSARILY DOING THE SAME THINGS), PERCEIVED PARENTING PROBLEMS ARE FEW.

WHEN THE HUSBAND DOES NOT SUPPORT THE WIFE, OR WHERE THERE IS CONFLICT, PARENTING DIFFICULTIES ARE PRONOUNCED.

THERE SEEMS TO BE A LOT OF CONFLICT BETWEEN PARENTS OVER WHAT THE CHILD CAN HAVE, OR CANNOT HAVE, OR OVER HOW AND IF HE SHOULD BE DISCIPLINED.

MEN OFTEN FAIL TO PROVIDE THE EMOTIONAL SUPPORT AND PHYSICAL ASSISTANCE NEEDED BY THEIR WIVES.

HELPING THE WIFE RAISE THE CHILDREN, OR HELPING WITH THE PHYSICAL CHORES AROUND THE HOUSE, SEEMS TO BE A THREAT TO MANY MEN'S PERCEIVED MASCULINITY.

HOUSEHOLDS WITH ONLY ONE PARENT PRESENT HAVE UNIQUE DIFFICULTIES AND REPRESENT A MAJOR PARENTING PROBLEM.

THE WHOLE SUBJECT OF SEX AND SEX EDUCATION SEEMS TO BE ONE OF GREAT INTEREST AND CONCERN.

TO MOST LOW INCOME PARENTS, CONTROLLING CHILDREN MEANS PUNISHING UNDESIRED BEHAVIOR. SPANKING SEEMS TO BE AN ALMOST UNIVERSAL PRACTICE. THE CONCEPT OF REWARDING DESIRED BEHAVIOR SEEMS TO BE MISSING. . . OR SELDOM USED.

THE BLACK MALE'S PERCEIVED ROLE IN THE FAMILY TENDS TO BE RESTRICTED TO "BREADWINNER" AND "PROVIDER." HIS JOB IS TO GET THE MONEY.

THE MEXICAN–AMERICAN MALE'S PERCEIVED ROLE IS ANALOGOUS TO THAT OF THE BLACK MALE.

THE WHITE MALE'S PERCEIVED ROLE SEEMS TO INCLUDE SOME INVOLVEMENT IN CHILD REARING FUNCTIONS IN ADDITION TO THE ECONOMIC ROLE.

RURAL AND URBAN PARENTS TEND TO HAVE SIMILAR CONCERNS AND NEEDS.

THE LOW INCOME RESPONDENTS SEEMED TO PREFER COMMUNICATING AND LEARNING VIA TALKING AND LISTENING RATHER THAN READING AND WRITING.

THERE IS NO ULTIMATE AUTHORITY ON PARENTING, NOT COLLEGE PROFESSORS OR CHILD PSYCHOLOGISTS OR PHYSICIANS. ORDINARY MOTHERS KNOW AS MUCH, PROBABLY MORE, THAN THE SO–CALLED "EXPERTS."

PARENTS ARE RELUCTANT TO ACCEPT NEW INFORMATION ABOUT HOW TO RAISE THEIR CHILDREN.

THEY MIGHT ENTERTAIN SUGGESTIONS AND IDEAS. . . BUT THEY WOULD REBEL AGAINST ANY "DO THIS" OR "DO THAT" APPROACH.

THE IDEA OF FREE AND OPEN DISCUSSIONS AMONG FATHERS AND/OR AMONG MOTHERS (IN SMALL GROUPS) SEEMED TO APPEAL TO MOST OF THE RESPONDENTS.

THE IDEA OF A "HOT LINE" SERVICE TO ASSIST MOTHERS WITH EVERYDAY PARENTING PROBLEMS WAS SPONTANEOUSLY SUGGESTED IN SEVERAL OF THE GROUPS, AND THE IDEA ELICITED FAVORABLE RESPONSE EACH TIME IT WAS MENTIONED.

SUMMARY HYPOTHESES
UNIQUE TO BLACKS

BLACK PARENTS WANT THEIR CHILDREN TO UNDERSTAND WHY, TO UNDERSTAND THE REASONS FOR DOING THINGS ONE WAY RATHER THAN ANOTHER.

THE "OLD FASHIONED" WAY OF RAISING KIDS WAS TOTALLY AUTHORITARIAN: "DO AS I SAY AND DON'T ASK WHY. " THE "MODERN" WAY IS STRICT –– BUT WITH EXPLANATION.

MANY BLACKS FEEL THAT PHYSICAL PUNISHMENT IS A WAY OF EXPRESSING LOVE TO THEIR CHILDREN.

AMONG BLACKS THERE SEEMS TO BE A HIGH LEVEL OF CONCERN ABOUT "RIGHT" AND "WRONG", ABOUT MORALS AND MORALITY.

ECONOMIC UNCERTAINTY ADVERSELY AFFECTS THE BLACK MAN'S POSITION IN THE FAMILY.

BLACK FATHERS SEEM TO BE VERY PROUD OF THEIR CHILDREN AND TO FEEL DEEP AFFECTION FOR THEM, BUT THEY TEND NOT TO SPEND VERY MUCH TIME WITH THEIR SMALL CHILDREN.

MOTHER-DAUGHTER RELATIONSHIPS ARE VERY IMPORTANT IN THE REARING OF CHILDREN IN MANY BLACK HOUSEHOLDS.

SUMMARY HYPOTHESES UNIQUE TO MEXICAN–AMERICANS

MEXICAN–AMERICAN MOTHERS TEND TO PERCEIVE THEIR ROLE AS ONE OF TOTAL DEVOTION TO THEIR CHILDREN. A MEXICAN–AMERICAN MOTHER SUFFERS "PAIN" FOR HER CHILDREN AND MAKES "SACRIFICES" FOR HER CHILDREN.

IN RETURN, THE CHILD "MUST" TAKE CARE OF THE MOTHER WHEN SHE IS OLD.

THE MEXICAN–AMERICAN MOTHER IS PUT ON A PEDESTAL. SHE IS WORSHIPPED BY HER CHILDREN. SHE CAN DO NO WRONG. SHE IS RESPECTED WITHOUT LIMIT. NO HOSTILITY IS EXPRESSED TOWARD HER BY HER CHILDREN.

THE MEXICAN–AMERICAN FATHER, ON THE OTHER HAND, TENDS NOT TO RECEIVE UNQUESTIONED LOVE AND ADMIRATION FROM HIS CHILDREN. HE MAKES MISTAKES. HE IS NOT PERFECT.

THE WORD "RESPECT" IS ONE USED AGAIN AND AGAIN. CHILDREN SHOULD "RESPECT" THEIR PARENTS. PARENTS SHOULD "RESPECT" THEIR PARENTS. FIGURES OF AUTHORITY OR POWER REQUIRE "RESPECT."

MEXICAN–AMERICAN GIRLS TEND TO BE TREATED AS DELICATE AND FRAGILE BY THEIR PARENTS. THEY ARE OFTEN SHELTERED AND OVER–PROTECTED.

MEXICAN–AMERICAN BOYS TEND TO BE TREATED AS LESS FRAGILE, MORE CAPABLE OF FENDING FOR THEMSELVES IN THE WORLD. BOYS ARE EXPECTED TO BE ROBUST AND FREE AND INDEPENDENT.

MEXICAN–AMERICANS SEEM TO PLACE ENORMOUS EMPHASIS UPON EDUCATING THEIR CHILDREN. THEY ARE INTERESTED IN THEIR CHILDREN "DOING WELL" IN SCHOOL AND IN LIFE.

MEXICAN–AMERICANS WANT THEIR CHILDREN TO DO BETTER IN LIFE THAN THEIR PARENTS.

MEXICAN–AMERICANS ARE PROUD OF THEIR HERITAGE AND SEEM TO WANT THEIR CHILDREN TO SPEAK BOTH ENGLISH AND SPANISH.

CONCLUSIONS
AND
RECOMMENDATIONS

OBJECTIVE: TO DETERMINE WHICH PARENTING TOPICS ARE CONSIDERED IMPORTANT BY LOW INCOME PARENTS OF YOUNG CHILDREN.

— HUSBAND/WIFE RELATIONSHIP AS IT RELATES TO REARING CHILDREN.

— ELIMINATING OR REDUCING THE BURDEN AND HASSLE OF REARING CHILDREN.

— DISCIPLINE.

— TEACHING YOUNG CHILDREN ABOUT SEX.

— QUESTIONS AND COMMUNICATION.

— CHILD DEVELOPMENT.

— HEALTH AND SAFETY.

OBJECTIVE: TO DETERMINE ON WHICH PARENTING TOPICS LOW INCOME PARENTS FEEL THEY HAVE THE MOST KNOWLEDGE AND SKILL.

-- MOST PARENTS FEEL THAT THEY HAVE SUFFICIENT LEVELS OF SKILL.

-- DISCIPLINE, COMMUNICATION, HEALTH AND SAFETY SUBJECTS OF GREATEST KNOWLEDGE.

OBJECTIVE: TO DETERMINE WHICH PARENTING TOPICS LOW INCOME PARENTS FEEL THEY NEED TO HAVE ADDITIONAL KNOWLEDGE AND SKILL IN, WITH RESPECT TO BECOMING MORE EFFECTIVE PARENTS.

-- HUSBAND/WIFE RELATIONSHIPS.

-- REDUCING THE HASSLES.

-- DISCIPLINE.

-- SEX EDUCATION.

OBJECTIVE: TO DETERMINE WHAT PARENTING NEEDS, IF ANY, ARE PECULIAR TO EACH OF OUR TARGET AUDIENCE GROUPS.

— BLACK MEN: HOW HE CAN IMPROVE HIS ECONOMIC POSITION WITH HELP OF HIS FAMILY.

— BLACK MOTHER LIVING WITH MOTHER: HOW TO RAISE CHILD IN MOTHER–MOTHER ENVIRONMENT.

— MEXICAN–AMERICANS: HOW TO HELP YOUR CHILD SUCCEED IN SCHOOL AND IN LIFE.

OBJECTIVE: TO DETERMINE WHICH KINDS OF MATERIAL FORMATS ARE PREFERRED AND BEST SUITED TO CONVEY INFORMATION TO THE TARGET AUDIENCE PARENTS.

— WRITTEN MATERIALS WOULD BE THE LEAST PREFERRED PRESENTATION FORMAT; VIDEO TAPE OR FILM THE BEST MEDIUM.

— THE DISCUSSION GROUP FORMAT IS THE MOST POWERFUL METHOD OF INFORMATION "PRESENTATION."

OBJECTIVE: TO DETERMINE SIMILARITIES AND DIFFERENCES, IF ANY, BETWEEN URBAN PARENT CONCERNS AND NEEDS AND THOSE OF RURAL PARENTS.

— DIFFERENCES ARE MINIMAL. A SEPARATE TREATMENT OF URBAN AND RURAL PARENTS DOES NOT APPEAR TO BE NECESSARY.

OBJECTIVE: TO DETERMINE WHAT METHODS ARE MOST EFFECTIVE IN PROVIDING FOLLOW–UP INFORMATION AND ASSESSMENT OF PARENT UTILIZATION OF ACQUIRED KNOWLEDGE AND SKILLS.

— IT IS NOT AT ALL CLEAR, AFTER THIS RESEARCH PROJECT, WHETHER THIS OBJECTIVE CAN BE ACHIEVED BY ANY METHOD OF RESEARCH. PROBABLY NOT.

OBJECTIVE: TO IDENTIFY INFORMATIONAL MATERIAL LANGUAGE PREFERENCES WITH RESPECT TO MATERIALS PRODUCED FOR USE BY PARENTS.

— THE WHITE AND BLACK MATERIALS SHOULD BE IN ENGLISH: SIMPLE, PURE, CLEAN, ORDINARY ENGLISH, WITHOUT "BUZZ" WORDS LIKE "PARENTING, MODELING, HIDDEN AGENDA," ETC.

— THE MEXICAN–AMERICAN MATERIALS SHOULD BE IN SPANISH AND ENGLISH. THE LANGUAGE SHOULD BE SIMPLE.

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OBJECTIVE: TO DRAW FROM THE NEEDS ASSESSMENT, PARTICIPANT INFORMATION ABOUT A SET OF TOPICS AND STRATEGIES FOR DEVELOPING AND PRODUCING NEW MATERIALS WHICH INCREASE PARENTING KNOWLEDGE AND SKILLS OF LOW INCOME PARENTS OF PRE–SCHOOL CHILDREN.

— RECOMMEND PARENT TRAINING PROGRAM BE BUILT AROUND FOUR KEY TOPICS: HUSBAND/WIFE RELATIONSHIP; REDUCING HASSLE OF RAISING CHILDREN; SEX EDUCATION; AND DISCIPLINE.

VARIOUS PARENTING CONCEPTS WOULD BE INCORPORATED.

— RECOMMEND THAT ALL IDEAS BE POSITIONED AS: "SUGGESTIONS AND IDEAS FROM MEXICAN–AMERICAN PARENTS ON DISCIPLINING CHILDREN; OR, SUGGESTIONS AND IDEAS FROM BLACK PARENTS ON SEX EDUCATION, ETC."

— RECOMMEND THREE SETS OF MATERIALS: WHITE; BLACK; AND MEXICAN–AMERICAN.

— RECOMMEND PARENTING LIBRARY CONCEPT BE EXECUTED VIA TELEPHONE AS A PARENTS "HOT LINE."

— RECOMMEND THAT THE GROUP DISCUSSION FORMAT BE RETAINED AS A CENTRAL FEATURE OF THE PARENT TRAINING CONCEPT.

— THE NEXT STEP WOULD BE FOR THE STAFF OF SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY TO CONDUCT AND VIDEO TAPE A SERIES OF "DEPTH" INTERVIEWS WITH LOW INCOME WHITES, LOW INCOME BLACKS AND LOW INCOME MEXICAN-AMERICANS.

— OTHER METHODS OF ACCUMULATING EXAMPLES MIGHT BE TO SOLICIT IDEAS AND QUESTIONS VIA PUBLIC SERVICE T.V. ANNOUNCEMENTS.

"BUT IF THERE'S NOT ANY SOUL, IT'S
NOT GOING TO GET THERE ANYHOW."

Appendix B

HISTORY OF DEVELOPMENT

Content Outlines for Packages I, II, III
Site Letters
Field Test Agreement
Pilot Test Sites
Field Test Sites

Session One

Understanding Family Roles and Relationships

1. Some definitions:

Family

"Family" is defined as being two or more people who live together, who share experiences and help each other meet their needs. Family structures can range from one parent-one child to the nuclear family of two parents and their offspring, to the extended family which may include great grandparents, grandparents, uncles, aunts, cousins, and family friends.

Family Roles

"Family Roles" are parts that persons in the family play. For example, family roles include wife, husband, grandparent, breadwinner, head, authority, parents, hero, brother, sister, cook, or caregiver. Roles can also be described as "mothering" roles, "fathering" roles, and as "child's" roles. Some roles can be played by one family member; others can be played by more than one family member; and often many roles are played by different family members. Roles do not remain the same. Many times they change according to certain family situations and family needs. Because of the high proportion of working wives in the family, it is common for older sisters and brothers to act as "parents" to younger children, and women as breadwinners and family heads.

Many children have to start working early in order to increase the family income. In many two-parent families, especially those where both parents work, situations come up that require parents to change roles, or children to act as "parents" to their mother and father. Being able to take on different roles helps the family to handle special problems in case of unexpected situations or separation (such as death, divorce, or a sustained illness) of the husband, wife, or other key family members. The self-reliance of many women who are the main breadwinners or providers for their families best shows this change of family roles. This is sometimes a hard and demanding role. For many parents, it is several roles--homemaker, child rearer, breadwinner, and decision-maker.

Family Relationships

"Family relationships" are the ways in which family members are connected to and act toward each other. For example, family relationships include a husband being connected to his wife through marriage, so a husband-wife relationship develops. A mother is connected to her child through having given birth to him or her so a parent-child relationship begins. Although a mother is connected to her child through having given birth to him or her, this relationship may go no further. It is further developed only if the mother becomes responsible for the child's care and nurturing.

If a mother is too young herself to assume the responsibility of caring for the child, then her mother may assume responsibility for the care and a mother-child relationship develops between the grandmother and child. In this manner, family relationships change according to situations and needs of the family members.

2. Importance of the Family's Attitudes

How Children Learn Roles and Relationships

Families help their children to develop healthy attitudes toward roles and relationships by the examples family members set. Children learn about family roles and relationships by watching and listening to family members. They learn about husband; wife; parent; grandparent; uncle; aunt; boy and girl roles. They learn how people play these roles and how they relate to each other.

Children learn about roles and relationships through identifying with or by imitating family members. They learn to think, feel, and behave like these persons. When children become like those around them (usually parent in the case of young children), this is called identification. Children do not always set out consciously to learn their family's attitudes, feelings, and behaviors, like they try to learn to ride a tricycle or to read. Instead, they may learn these things spontaneously, because these are the things they see and experience and that belong to the people in the family they admire. Children will tend to admire the behaviors of those in the family with whom they have a good relationship (usually the parents in the case of young children).

Other Influences

Although young children are most influenced by their immediate family, outside influences are also important sources of information. Children who watch television, listen to the radio, go to movies, or read stories learn about roles and relationships from these sources. As children watch and listen to other sources, ideas are formed which may have a great impact on the way in which they develop their own roles and relationships in adult life. Children also learn about roles and relationships from the families of friends, relatives, teachers, peers, and different people in and out of the neighborhood. During visits with these people, children are watching and listening and learning.

3. Changes in the Family Structure

Changes in the family structure can have an effect on children's development of their own roles and relationships. Today's family has undergone changes in roles from that of the early years of this century. In the early years, the family, especially in rural areas, was a team, where husband and wife worked together. This was a factor in holding the family together. Children were often expected to work. Their work, from an early age, was of help to them and their parents.

Today in some families, the father, instead of being the unquestioned head of the household, has changed to being an equal with his wife. Even his role as provider or breadwinner may be shared with his wife. Jobs that men and women do today are less distinct both inside and outside of the home. The husband now frequently shares family chores and child care with his wife. Television shows, newspapers, and magazines bring into the home many changes in roles from the outside world. As a result of these changes, problems and misunderstanding may have been created in the ideas family members have about their roles and relationships. Sons and daughters growing up in families where their parents are experiencing role change will probably see female and male roles in a different way than from the past. In some families these changes may cause children to question their own roles and relationships.

4. If today's family is to help its members develop skills necessary to live comfortably in this changing society, certain steps may help:

A Change of Attitude

It is not the role a person plays that is important but how good that person feels about him or herself and the roles he or she plays. A woman may feel good driving the city bus; at the same time, a man may feel good caring for the children and doing household chores.

A Change of Action

A family which allows its male and female members to play several different roles is preparing its children to get along in this changing world in which we live. This family is allowing its children the right to choose the role, jobs, and functions they feel best doing.

If children's rights to be individuals are to be respected, parents must allow them to be different from each other and to choose whatever roles, etc. they feel most comfortable doing. Many families still have set ideas of what male/female behavior should be. Children in these families often form definite ideas about roles at an early age and are therefore often limited in the types of roles they assume as adults. The question parents must ask is: What Do I Want for My Children?

Session Two

On Being Boys and Girls

Until children identify themselves as a boy or girl they will each "play" at being both. A little girl will try to urinate standing up. A little boy dresses up in women's clothing. These occurrences are a natural result of watching those persons around them, especially their family. These behaviors are necessary in that they help children define the category in which they belong and select the behavior considered appropriate for them as boys or girls. Several stages occur in this process.

1. At first children imitate both their mother and their father. Both boys and girls may tend to imitate the mother more for several reasons. She is usually with them more than the father and is responsible for their care. Parents should not be alarmed if their very young boys participate in activities such as playing house, cooking, caring for a doll (baby), or dressing in women's clothes. It's a natural and healthy imitation of their mother image.

2. Later children make a choice to act more like one parent that the other. Usually girls choose to be more like their mothers and boys choose to be like their fathers. This is healthy.

These are some ways in which parents can encourage the healthy development of a child's identification with his or her own sex.

1. Provide models the same sex as the child. A boy needs a male person to observe and imitate. A girl needs a female person to imitate. It is through these models that children acquire their standards of masculine or feminine behavior. Usually parents serve as models. In instances where there is only one parent, that parent should provide substitutes for the absent parent. This can be done through aunts, uncles, grandparents, neighbors, older siblings, day care centers, Big Brother-Big Sister programs, etc.

2. Make sure the models are positive examples. Parents have their own standards of what masculine or feminine behavior should be. Whatever these standards may be, they should be reflected in the models for children.

3. Make sure there is a good relationship between child and same sex model.

   Children want to be like those people they like. It's natural for children to imitate those people. It a boy, for example, does not have a good relationship with his father or another male and becomes overly attached to his mother, that child may begin to identify more with female behavior.

4. Parents should try to set an example of a good relationship.

   Children's feelings about their maleness or femaleness and how to get along with the appropriate sex are influenced by how well their parents get along. A good relationship can show children that two people of the opposite sex can be enriched by one another's differences and what each brings to the relationship.

5. Accept the child's sex.

   It is important that both parents accept their child's sex. It is especially important that the parent of the opposite sex from the child accept the child for the sex he or she is. If this is not done, the child, in later life, may expect to be rejected by all members of the opposite sex, and may never feel that he or she is acceptably masculine or feminine. If a father, for example, does not accept his daughter as a female and tries to treat her like the son he's always wanted, that child may feel that in order to be loved she must become boylike, and that men will not appreciate or accept her femininity.

Session Three

Helping Young Children Learn About Sex

Probably the most serious handicap for many parents in trying to teach their children about sex is lack of or misunderstanding of the subject. Because parents are such an extremely important influence in the lives of their children, it is crucial that they understand their children's development, particularly their sexual development. This session attempts to explain the following facts in an effort to help parents feel more comfortable about guiding their children's sexual development in the early formative years.

1. Sex education begins when a child is born.

Through these first pleasant or unpleasant experiences, an infant begins to know and appreciate himself/herself and thus to know what it means to be around others. For example, a baby who is cuddled and spoken to with tenderness learns that he or she is appreciated and that to be near people brings pleasure.

2. Children are active by nature. They explore everything in their environment including their bodies.

It is not unusual or unnatural that children soon discover their sex organs. This can be a healthy and natural experience or fraught with guilt if parents snatch or slap children's hands for being naughty.

3. Children are curious by nature. Their explorations which are spontaneous and unplanned at first become deliberate and motivated by a sense of curiosity.

Children want to find out about their bodies and how they work. They are not only curious about their own bodies but also the bodies of others. They want to know if they are the same or different from other people.

Because of their curiosity about others, sexual exploration and "sexual games" take place. This is a normal manifestation of their curiosity. Inevitably children will act out their sexual ideas in play. For example, "doctor and nurse" games are common. At early age these games are harmless and can be ignored. They do serve as a natural way in which children can gather information.

The dilemma parents find themselves is after realizing that children's sexual curiosity and need to explore is natural and normal is: How do you act toward a child's sexual behavior in such a way that you neither give license to unlimited freedom nor create harmful attitudes in a child?

Sexual behavior like any other behavior needs to have reasonable limits placed on it. The limits depend in large part upon the age of the child and type of sexual behavior. A type of behavior which is "normal" or "typical" for one stage of development may not be appropriate for another. There are several options parents have when dealing with sexual behavior. They can be used singly or in combination with others. Which options are used depends upon the age of the child and type of behavior. The options discussed in this session are:

1. Ignore the behavior.

This is appropriate when children are very young and the behavior is motivated by normal curiosity. An example of this is a one-year-old child who is discovering how his body is put together and what it will do.

2. Redirect the behavior.

Redirection is an appropriate option when 1) the behavior a child is displaying could harm him or her by leading to confusion and guilty feelings or 2) when a parent feels so strongly about the behavior he or she cannot allow it to continue.

An example of the first situation might be one in which a mother discovers her older children involved in a game such as "playing doctor".

While examination games are considered a normal manifestation of sexual interest and curiosity in early childhood, we can be certain that children will find few of the answers to their questions through exploration and some of these discoveries may make them anxious and confused. Parents may find it helpful to get children involved in another activity and encourage children to bring out their curiosity in questions.

3. Provide information.

Sex information can become the means for controlling direct sexual activity. As soon as children can understand the explanations they need as a result of their curiosity they should be encouraged to ask questions and should be given information to help clarify ideas and misunderstandings.

4. Acknowledge children's rights to be curious and interested in sex.

Children do have a right to be curious, to explore, to experiment. These characteristics of human beings are normal, healthy, and necessary for learning and surviving. They should be encouraged. What should be limited is the behavior that is a result of the curiosity not the curiosity itself.

Session Four

Techniques for Answering Children's Questions about Sex (or Anything)

A. Importance

Establishing an early and continuing dialogue with children about sex has several good effects on both parents and children:

- it prevents and solves any misconceptions they may have about sex
- it helps children feel free to go to their parents for information they want or need

B. Five techniques to use while talking with children about sex:

1. Tell children what the facts are.

   - Be direct, don't beat around the bush; children will not know the meaning of your action or what you are talking about.

2. Use short and simple answers.

   - Don't overwhelm children with information.
   - Keep terms simple
   - Use words that have a single meaning
   - Gear answers to the child's level of experience and understanding

3. Try to find out what a child is really asking.

   - You may have misunderstood.

4. Asking, "What do you think?" can tell you how much a child already knows.

   - When you know how much a child already knows, it will help you know where to begin.
   - If you haven't gotten used to answering questions about sex, it can give you time to get your thoughts together.

5. Take time to find out what children think and feel.

- Listen to what children have to say
- Give children enough time to get their thoughts and feelings out in the open
- Clear up any misconceptions children may have.

C. Children's questions about sex

Reasons why children ask questions about sex

- They are curious
- They are surrounded by males and females and by the fact of reproduction, both human and animals
- Asking questions is natural and normal, it is children's way of trying to make sense out of all the new things that are happening to them and around them

What happens to children if their questions about sex are not answered

- Saying nothing when children ask questions will most likely discourage them from asking questions
- Children who are discouraged by their parents from asking questions will lose a very important source for getting information
- If parents don't answer their children's questions, they may go to someone else for the information they want and maybe get the wrong answers

Children may show signs of curiosity about sex, but fail to ask questions

- They may constantly play "husband and wife," "Boyfriend and girlfriend" or "doctor and "nurse" with other children
- They may try to peek at the bodies of the opposite sex, everytime they are dressing or undressing
- They may pester family members with a thousand apparently irrelevant questions without being satisfied with any of their answers

Session One

Self-Concept Development

The self-concept is the way we feel and think about ourselves. The self-concept begins to develop at birth and continues to develop throughout our lives. The most important period for the development of our self-concept is during the first six years. Parents and other significant people in a young child's life are the most important influences in the development of the self-concept.

It is important for parents to try to develop healthy self-concepts in their children. When children feel good about themselves this helps them to have confidence in themselves; this is referred to as having a healthy self-concept. Having confidence in ourselves helps us to be more willing to experience new situations, to be more able to learn to do new things, and to be able to get along better with others.

Parents and others play a very important role in the development of children's self-concept. Parent's feelings about themselves may serve as an example for how children should feel about themselves. For example, if the parent's attitude toward themselves is poor and their behavior shows this, a child may learn to imitate this attitude and behavior.

The feelings parents express to children also have a great influence on how children see themselves. For example, when parents express love and acceptance for their children and show respect for them as individuals, this helps children to feel good about themselves. When parents express rejection for their children and for their feelings and do not respect them as individuals, this may have a negative effect on their self-concept.

Session Two

Sex Group and Cultural Group Identification

As children grow and develop they begin to add new elements or meanings to their self-concepts. Two of these important aspects of self-concept development are cultural group identification and sex group identification.

Children identify with their sex group and their cultural group when they see themselves as members of those groups and when they relate with individuals from those groups. The way children feel about belonging to certain groups has an effect on how they feel about themselves.

Children learn their sex role (what it means to be male or female) by imitating the behavior and attitudes of parents or other persons of the same sex. It is important for parents and all other family members to accept and to show appreciation for each child's sex. This will help children to accept and respect themselves as well as members of the other sex. It is also important for children to have the opportunity to identify with positive models from their sex groups in situations outside the home. This will also help them to form healthy attitudes towards themselves and their sex group.

Children's cultural group identification begins in the home and family, as children learn about their culture through day-to-day experiences. As children grow and develop they become aware of cultural differences and begin to feel a sense of belonging with a particular group.

It is important for children to have the opportunity to relate to individuals from their cultural group whom they can respect and admire. It is also important for them to learn more about their culture outside the home. This will help them to feel good about being part of their cultural group as well as to feel good about themselves.

Children come into contact with external influences as they become involved in different situations. These influences become more and more important to the way children feel about themselves and the groups to which they belong. Some of these external influences are: their friends, television, the schools, church, and the community in general.

It is important that children see a relationship of mutual respect existing between husband and wife, parents and grandparents, brothers and sisters and other members of the family. In this way children will be more likely to follow this example. When family relationships are based on mutual respect it becomes easier for all family members to establish mutual respect in their relationships with others.

Session Three

Fostering Mutual Respect in the Family

A relationship based on mutual respect is described as a relationship between two or more people who respect one another and who treat one another as individuals. In such a relationship each person's differences and needs as well as their strengths and weaknesses are recognized, accepted, and respected.

Mutual respect requires that each person feel a sense of self-respect. This means that they are aware of their own worth as individuals and that they are able to demonstrate this awareness in their behavior towards others.

Mutual respect is demonstrated in the way people behave towards each other and in the way they communicate with each other. In such a relationship, people behave towards one another in a kind and considerate manner, always keeping in mind each other's safety and well-being. The way people communicate with each other is very important in establishing and maintaining a relationship based on mutual respect. Mutual respect requires that people express their own feelings and that they allow and encourage others to do the same. Effective communication is also listening in an accepting manner and talking in a non-threatening way.

Parents can help teach mutual respect to their children by practicing respect toward each other and towards other persons. Parents should try to develop healthy self-concepts in their children as well as demonstrate respect towards their children. Parents can also promote mutual respect by allowing and encouraging their children to participate in making decisions about themselves and about certain family matters.

Mutual respect in family relationships is important both to the individual family member and to the family as a whole. Mutual respect in a family promotes understanding and compatibility. When the rights and feelings of each family member are respected some conflicts may be prevented. Resolving conflicts in the family may be facilitated when mutual respect is practiced.

When family members treat each other with mutual respect, each individual's potential for emotional and intellectual growth may be further enhanced. Individual family members will feel loved and respected for themselves and children will develop a sense of self-respect, which may increase their ability to get along with others, to assert themselves, to assume responsibility and to adapt to changes.

Session Four

Resolving Family Conflicts

Many family conflicts arise because the expression of anger is often discouraged or not permitted in the family, and this results in family members being unable to express anger constructively.

It is important that all family members (mother, father, brother, sisters, etc.) learn to express anger in a constructive manner. Family members can learn to express anger constructively by (a) recognizing or identifying the main reason for the anger; (b) expressing or releasing anger when it is felt instead of bottling it up; (c) expressing it verbally as long as it does not insult or hurt another person; and (d) expressing anger physically as long as no harm comes to anyone. Expressing anger in these constructive ways, may help to reduce emotional explosions and will facilitate the resolution of conflicts.

When a family attempts to use a process of resolving conflicts through mutual respect, this helps to meet the needs of each family member. There are certain needs which are important to each family member. These needs are: (a) all individuals want to feel that they are important; (b) all individuals want to have a certain amount of control over their activities. In order to meet these needs, children and adults should learn and practice effective problem-solving skills.

There is a process which involves mutual respect and which helps to bring about a resolution of family conflicts. Such a process may have several results: (a) Family conflicts can be resolved without one party winning or losing. In resolving family conflicts, fighting to win involves the violation of respect for the other person, and giving in at all times involves disrespect for a person's dignity. (b) Family members are more motivated to carry out a decision or solution when they have participated in the process and, therefore, less enforcement of the solution or decision is required. (c) Love and understanding are promoted, and anger as well as hostility are reduced.

At first, the process recommended here requires more time and effort. However, the results will be more effective and lasting. It is important to remember that this process can be applied in many situations except crises or emergencies.

The process by which family conflicts are resolved through mutual respect usually involves reaching a mutual agreement, a decision or a compromise between two people. There are six steps in the process. These are:

1. Get everyone involved to help solve the conflict.
2. Figure out what is causing the conflict.
3. Involve everyone in discussing ideas for solving the conflict.
4. Try to reach a mutual agreement that everyone can accept.
5. After a time, check back with everyone to find out if this decision is working.
6. If another decision is needed, begin with step three again.

Session One

Using Rewards to Teach Behavior

This session deals with the use of rewards as a helpful way to teach children how to act or to help children keep on doing what they already do. The emphasis of the session is on positive or "good" behaviors that parents would like for their children to learn or to keep on doing.

Rewards, which can be anything the child likes, work on the principle that if a behavior the child does is followed by a reward, the behavior is likely to happen again. The child will repeat his behavior. For example, if a parent praises his child for picking up his clothes, the child is likely to pick up his clothes again because he liked the attention he received for picking up his clothes the first time.

There are different kinds of rewards. Their value depends on how much the child likes them. They can be materials things, like toys, food, money, or events, like having a chance to go on a picnic, go to a movie, etc. People can also be a reward to the child. Sometimes the child will consider the chance to be with someone as a special treat. The praise, hugs, pat on the back, smile, kiss, coming from someone the child likes and respects can all be rewards.

What rewards the parents use depends on what they know about the child, his likes and dislikes, his age and his abilities. If the child likes what the parents give him as a reward, and they use it properly, the child is likely to learn a new behavior or maintain a "good" behavior he already has.

This session includes several steps parents can take to help them use rewards the right way and avoid using rewards the wrong way.

The steps are simple and easy to follow. They are:

1. Choose the behavior you want to reward. This may be a new behavior or something the child already does and his parents want him to continue. In either case, the parent must choose what behavior they will teach or maintain through rewards. Choosing the behavior must be done carefully. It is often easy to reward misbehavior if parents are not careful.

2. Tell the child what behavior is being rewarded. The behavior parents choose to reward must be clearly specified. For example, parents should not reward a child for "being good" but for "letting his friend share his toys." Make it clear to the child why he is being rewarded.

3. Time the reward carefully. When the child is learning a new behavior, he should be rewarded everytime he does it, and the reward should follow right after the behavior. Once the behavior seems to be established, parents do not need to reward everytime but only from time to time in order to maintain the behavior.

4. Fit the reward to the child. The reward that parents give the child must be something the child likes. If the parents notice that a certain reward has lost its value to the child, they should change it. Parents can also combine several rewards, like praise, a hug, and permission to do something, etc.

5. Do not reward unless the behavior has occurred. The effective way to use rewards is to reward the right behavior. Parents should not reward unless the child has done what is expected of him.

Rewarding is not bribing. Bribing takes place when a child misbehaves and his parents offer the child a reward if he promises to stop. What happens in this case is that the child gets a reward for misbehaving. His misbehavior results in something pleasant, so he is likely to misbehave again.

Session Two

Setting Limits

Setting limits means letting children know how far they can go. In order to do this parents need to understand what limits are suitable and how these limits may be set in a constructive way. Basically, it is important to set limits so that children feel more secure, have a safer environment, have a good model of authority to follow, and develop a greater feeling of confidence in their parents. By setting limits parents define a range of behaviors for the child that helps him feel safe and secure. Every child needs to know what he should and should not do and he needs to feel confident that his parents will protect him from doing things that might bring results beyond his understanding and control. The child who has been taught to accept these limits at home will find it easier to accept limits outside the home, in school, in society.

Setting limits can cause some difficulties for parents, due to their own childhood experiences with the "boss" type figure. They may feel anger or resentment at having been brought up with a lot of rules and strictness. Thus, they find it hard being "boss" and making rules for their own children. Sometimes parents' aggressive feelings come out when they use authority, they want to hurt the child and are unable to control their anger. This frightens many parents so they avoid putting themselves in a position of authority with their child.

Another difficulty parents face is keeping the child's abilities in mind. In dealing with their children parents need to think about the child, his age and level of development, what is he capable of doing. Parents find it too easy to expect too much from their child and this only causes frustration for both parent and child.

In order to avoid some of these frustrations, there are some guidelines parents can use which will make it easier for them to set limits.

1. Make sure limits are necessary.

   Necessary limits are those limits set by parents which protect the child's health and well-being, and teach him to respect the rights of others.

   Too many unnecessary limits can confuse the child: he may not be able to remember all of them.

   Too many limits set too early may encourage the child to resist and lack self-control.

2. Make sure limits are realistic.

   - Realistic limits are those that are reasonable and suitable to the child's age, abilities, and living conditions. They are also limits that parents can successfully enforce.

   - When unrealistic limits are set, there is no way the child can be successful in carrying them out. He will be constantly breaking limits and thus getting into trouble.

3. Consider the child's abilities.

   - Parents should consider the child's abilities in order to set limits that are suitable and help the child develop self-control.

   - When parents do not consider child's abilities the limits set are often broken and both parent and child feel frustrated.

4. Respect the child's feelings.

   - When parents respect the child's feelings, they consider the child's needs and wants before setting limits. This builds a good relationship between parents and child, and good relationships help the child accept limits.

   - When parents do not respect the child's feelings, the child feels that his feelings are not valid, that he cannot show how he really feels, and that his parents don't really understand.

5. Give child some freedom.

   - Freedom means giving the child the right to choose and make some of his own decisions. Children need to have some freedom to help them grow and to give them a feeling of confidence.

   - When the child is not given some freedom he does not learn to make choices and become responsible for himself.

6. Be sure limits are clear.

   - When telling the child what the limits are, be sure they are clear. Clear limits are stated in simple and specific language that the child can understand.

. When limits are not clear the child may not obey the limit because he really does not know what is expected of him.

7. Have the child repeat the limit.

. This lets the parent know that the child understands the limits.

8. Use reminders

. Children need help remembering limits, so use reminders. These might be signs, notes, or words spoken right before the child is supposed to follow the limit.

9. Be consistent yet flexible

. Being consistent means expecting the child to follow the limit. Expecting the child to follow the limit one time but not another can confuse the child.

. It is also important, however, to be flexible for special occasions, like when the child is sick, or it is his birthday.

. When parents are consistent--

the child has a good setting in which to learn a rule well
the child can trust his parents and believe they truly care about him
the child feels confident that his parents will stop him before he hurts himself
the child feels more secure because he knows what is expected of him

Session Three

Listening to Children

Listening to Children is a communication technique which helps prevent and solve many discipline problems. It is based on two ideas: that parents sometimes act without having all the information they need and that it is important for parents and children to share feelings. Listening to children has several good effects on both parents and children. It improves children's self-concepts, or the way they feel about themselves. This is due to the parents taking time to listen to the children and accepting their feelings. Listening to children avoid conflicts and reduces anger. When parents and children are able to share how they feel, it reduces tension which can cause conflicts. Finally, listening to children helps children learn to solve problems. This is because they are given the opportunity to assist in the problem-solving process.

There are five steps to use in the Listening Technique. Parents should:

1. Listen with eyes as well as with ears.

   This means watching for nonverbal clues. These clues often give as much or more information on how children feel as words do. Sometimes nonverbal communication is more important than verbal. This is especially true when what people say with their actions is not the same as what they are saying with their words. Parents can rely on nonverbal clues to understand all their children, but especially very young children whose speech skills are not developed.

2. Encourage children to speak.

   This includes encouraging them to express themselves either with words or with sounds and actions. Parents can do this by saying short, encouraging words and phrases, asking the children questions, giving children to time to speak, and respecting their feelings. Respecting children's feelings is very important. If parents encourage children to speak and then disapprove of what they say, it can confuse children and discourage them from expressing themselves in the future. Respecting children's feelings does not mean that parents have to agree with what children feel, but parents do need to give children the right to their feelings. Encouraging children to speak has the effect of giving parents the information they need to help prevent and solve discipline problems and it also helps children feel good about themselves. By giving children an opportunity to express themselves, it helps reduce anger in children caused by holding in feelings.

3. Let children know they (parents) understand.

   Parents can do this by using a sympathetic tone of voice and gestures, repeating children's feelings to them, watching their responses, and not judging or criticizing them. Parents can let children of all ages know they understand by using a sympathetic tone of voice and gestures. Even toddlers understand some words.

   There are several reasons for repeating children's feelings to them: it is a good check to see if parents understand correctly, it lets the child know that he or she has a right to feelings, and it lets children know that parents are really listening and taking the children seriously. Sometimes an acknowledgement of feelings can go a long way toward solving a problem. Finally, it builds children's self-respect to be listened to and taken seriously.

   Part of respecting children's viewpoint is not judging or criticizing them. If a child is often criticized he may become reluctant to express himself, he may lose self-esteem and quit trying, or he may "tune the parent out" and go his own way. Judging and criticizing also builds anger and hurtful emotions.

4. Let children know how they (parents) feel.

   Parents need to realize that they have a right to feelings, too. If parents are angry about something the child has done, this is the time to express that anger. However, they should avoid attacking the child's personality by judging or criticizing, and should continue to respect children's feelings.

   Children need to know that while all feelings are accepted, not all actions are accepted. This is an important and difficult distinction for parents to make.

5. Have children help solve the problem.

   There are several ways parents can do this. If possible, they can think of several acceptable alternatives and ask children to choose one of them. This gives children a stake in the decision-making process. Parents can also have children think of solutions and come back and tell the parent.

Then they both can also discuss the solutions and choose one. If it is not possible to have the child make decisions, the parent will have to decide on the solution, but should discuss it with the child, explaining the reasons. Having children help solve the problem not only teaches them the problem-solving process, but gives them a greater stake in seeing that the solution works.

Session Four

Punishment

Punishment is usually not as effective in the long run as rewarding good behavior, but when properly used it is a helpful method of dealing with certain discipline problems. Basically, there are two types of punishment: (1) adding something unpleasant, which means doing something to the child he does not like or is painful to him, and (2) taking away something pleasant, which means taking away something the child likes and considers rewarding -- like his toys, television or freedom to move about. In either case, the misbehavior is temporarily stopped or controlled.

Parents need to realize that punishment is never a solution by itself and its effects are limited. It is used only after the child misbehaves and not beforehand to prevent misbehavior. Punishment temporarily stops misbehavior, but it does not teach desired or "good" behavior. So when parents use punishment the child only learns what not to do but not what he can do. In addition, punishment places unnecessary attention and emphasis on misbehavior rather than on "good" behavior. Parents often catch their children being "bad" and yet ignore them when they are "good." This can cause unhappy feelings in the parent and child. When it seems that parents are constantly punishing a child, the feelings of guilt, anger, and frustration build and interfere with using punishment effectively.

There are some guidelines parents can use to make it easier to punish effectively. They are:

1. PUNISH ONLY WHEN NECESSARY

   Punishment is necessary:

   . If misbehavior is repeated
   . If child has failed to respond to more positive approaches
   . If child is in danger

   Punishment is not necessary:

   . If misbehavior does not upset things
   . If child did not know what to do or how to do it
   . If misbehavior has happened just once
   . If child is trying to do better
   . If it is a way to "get even" with child

2. PUNISH RIGHT AFTER MISBEHAVIOR

The misbehavior needs to be fresh in the child's mind; if punishment is delayed, the child may forget why he is being punished.

3. MAKE PUNISHMENT TEMPORARY

Long-term punishments tend not to work as well as more intense short-term punishments because the child, after a few days, loses the connection between what he did and what he is being required to do.

4. FIT PUNISHMENT TO THE CHILD AND TO THE MISBEHAVIOR

Considering the child's age, development and abilities is essential when punishing. Not letting a 2-year-old touch anything is completely unrealistic. It frustrates both child and parent, because the parent cannot enforce the punishment.

When the punishment is related to the misbehavior, the child is better able to understand why he is being punished.

5. MAKE REASONS CLEAR TO CHILD

Children need to be told why they are being punished. Many times parents assume the child knows he has misbehaved, when in reality the child may think he is getting punished for something other than the actual misbehavior. If the child does not know why he is being punished, he may repeat the misbehavior.

6. TRY TO KEEP CALM

When parents do not keep their anger under control, children sometimes become aware and frightened of the anger rather than thinking about why they are being punished. They associate punishment with anger rather than misbehavior.

Southwest Educational Development Laboratory
211 East 7th Street, Austin, Texas 78701 · 512/476-6861

The Early Childhood Program of the Southwest Educational Development Laboratory has developed a new series of multimedia training packages to be used by a leader working with low-income parents of preschool children.

If your agency would like to participate with us in pilot testing or field testing the packages, we would be most happy to explore the possibility. Also, I would appreciate your letting others know about the packages or send me their names and I will mail information to them directly.

Enclosed you will find a brief description of the packages, with specific dates for testing.

If additional information is needed or if you would be interested in testing one of the packages, please contact us at the above address.

Yours truly,

(Mrs.) Cora Briggs
Site Service Training Coordinator

Enclosure

CB:cs

Southwest Educational Development Laboratory
211 East 7th Street, Austin, Texas 78701

512/476-6861

The Early Childhood Program of the Southwest Educational Development Laboratory has developed a new series of multimedia training packages to be used by a leader working with low-income parents of preschool children. For your information we are enclosing two flyers that will give further information concerning our multimedia training packages.

We are in need of programs that work with or have contact with low-income parents that would assist us in pilot testing and field testing our materials. We would like to send a mail-out about the multimedia training packages to those programs in your state, or area, and would appreciate any assistance that you could give us in identifying the programs.

Your cooperation with the Laboratory is deeply appreciated. We look forward to hearing from you in the near future.

Sincerely yours,

(Mrs.) Cora Briggs
Site Service Training Coordinator

Enclosures

CB:cs

Southwest Educational Development Laboratory
211 East 7th Street, Austin, Texas 78701

512/476-6861

The Early Childhood Program of the Southwest Educational Development Laboratory is developing three new multimedia training packages, for parents of preschool children and we are in need of securing test sites in your area for our bilingual/bicultural package designed for low income Mexican American parents of young children.

If your agency would like to participate in pilot testing our bilingual/bicultural package, we would be most happy to explore the possibility. Also, I would appreciate your letting others know about the package or send me their names and I will mail the information to them directly.

We appreciate your interest, and if you have questions or need additional information, please contact me.

Sincerely,

(Mrs.) Cora Briggs
Site Service Training Coordinator

Enclosure

CB:cs

FIELD TEST JOINT AGREEMENT

FOR FIELD TESTING PARENT MODULE "FAMILY ROLES AND RELATIONSHIPS." THIS AGREEMENT is entered into on the _______ day of _______________________, 1977 between

hereinafter called the Agency, and

SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY
211 East Seventh Street
Austin, Texas 78701

hereinafter called the Laboratory.

The Laboratory shall:

A. Provide the materials for field testing.

B. Provide whatever instruments are needed to obtain evaluation information for the Laboratory concerning the adequacy of the activities, their format, arrangement, usefulness, etc.

C. Reimburse the Agency for postage expense incurred in returning test materials to the Laboratory.

The Agency shall:

A. Install the Module according to the Laboratory's suggested procedures, completing all sessions on or before September 23, 1977.

B. Have the option of returning the complete package after the testing has been completed or purchasing the package at a cost of $100.00 (not later than October 7, 1977).

C. Forward to the Laboratory evaluation instruments concerning the project after each session has been conducted, and forwarding the evaluation instruments of the last session on or before and not later than September 23, 1977. Direct these to Judy Melvin, SEDL, 211 East 7th Street, Austin, Texas 78701.

D. The Agency further agrees that it will not establish any claim to statutory copyright or assert any right at common law or equity in any of the materials tested while performing the work described herein.

Period of Performance:

The work called for in this agreement is to be performed during the period from August 15, 1977 through September 23, 1977.

IN WITNESS WHEREOF, the parties hereto have executed this agreement, on this ______ day of ______________________, 1977.

SOUTHWEST EDUCATIONAL
DEVELOPMENT LABORATORY

By____________________________

By____________________________
James H. Perry
Executive Director

PILOT TEST SITES

MULTIMEDIA TRAINING PACKAGES

PACKAGE I: Family Roles and Relationships	PACKAGE II: La Familia y el Respeto	PACKAGE III: Ways to Discipline Children
Macon, Georgia	Chicago, Illinois	Nashville, Tennessee
Minneapolis, Minnesota	Houston, Texas	San Marcos, Texas
Louisville, Kentucky	San Diego, Texas	Louisville, Kentucky
Austin, Texas	Austin, Texas	Tulare, California
	Phoenix, Arizona	
	Las Cruces, New Mexico	

FIELD TEST SITES

MULTIMEDIA TRAINING PACKAGES

PACKAGE I: Family Roles and Relationships

- *Pontiac, Michigan
- *Dalton, Georgia[1]
- *Dalton, Georgia[2]
- *New York, New York
- *Huntingdon, Tennessee
- *Fort Worth, Texas[1]
- *Fort Worth, Texas[2]
- *Edinburg, Texas
- *San Marcos, Texas
- *Sinton, Texas
- Tulare, California
- *Washington, D. C.

PACKAGE II: La Familia y el Respeto

- *Pontiac, Michigan
- *La Salle, Colorado
- *Las Cruces, New Mexico
- *San Marcos, Texas
- *San Benito, Texas
- *San Antonio, Texas
- *Edinburg, Texas[1]
- Edinburg, Texas[2]
- Tulare, California

PACKAGE III: Ways to Discipline Children

- *Tulare, California
- *Pontiac, Michigan
- *Dalton, Georgia
- Philadelphia, Pennsylvania
- *Opelousas, Louisiana
- *Sinton, Texas
- *Fort Worth, Texas[1]
- *Fort Worth, Texas[2]
- *San Benito, Texas
- Huntingdon, Tennessee
- New York, New York
- Murray, Utah

*Data Returned to SEDL

Appendix C

CONSULTANT REVIEWS

Topic Selection and Conceptualization
Design Test
Pilot Test
Field Test

EL PASO GUIDANCE CENTER
A SCHWARTZ MEMORIAL
1501 N. MESA STREET EL PASO, TEXAS 79902
TELEPHONE 542-1921

EDWARD A. SLOUGH, M.A., M.P.A.
EXECUTIVE DIRECTOR

February 21, 1977

Dr. David Williams
Southwest Educational Laboratory
211 E. 7th Street
Austin, Texas 78701

Dear Dr. Williams:

My views concerning your project to develope material for teaching parenting and interpersonal interactional skills to low income groups is a step in a long over due direction.

The fact that persons developing the material are of the same ethnic background as those of the target population is of utmost importance. The target population should be aware of this fact to convey the idea that, "We are developing ourselves." Human beings are more prone to change or to mature when they, through their own efforts, want to do so than when someone else is trying to change them. Your writters can provide the horizonal or peer relationship concept to the target population.

I hope your project becomes the neucleus to a new most vital institution geared to the prevention of mental health problems through education. In my opinion the research in this area will be continuous and should be a joint effort between researchers and the target populations.

As a final thought I recommend that the educational material include information regarding the emotions. Emotions in varying degrees determine behavior and vice versa.

My best wishes to you and your staff.

Sincerely yours,

Santiago J. Rodriguez
SANTIAGO J. RODRIGUEZ, ACSW
Senior Psychiatric Social Worker

SJR:it

Member of American Association of Psychiatric Service for Children
MH & MR, El Paso City and County, United Way, El Paso and Ysleta Independent School Districts.
An Equal Opportunity Employer

Design Test

April 6, 1977

Dr. David Williams
Director Early Childhood Programs
Southwestern Educational Development
Laboratory
211 East 7th Street
Austin, Texas 78701

Dear Dr. Williams:

On Thursday 31 March and Friday 1 April 1977, I provided consultant services to your program. The specific purpose of my visit was to interact with you and your staff around work in process on Packages I and III. The consultation was organized in three phases: (I) accumulation of mass, (II) analysis, and (III) synthesis.

The accumulation of mass phase took place on the morning of Thursday 31 March. In that time-frame I provided staff with a) three instruments or tools for more systematically guiding development, b) discussed those instruments or tools with staff, and c) gave examples of how work associated with packages I and III could be improved.

Analysis occurred during the afternoon of Thursday 31 March and the morning of Friday 1 April. During this time-frame I met twice with such staff and discussed the developed material line by line. Since staff took rather copious notes the analysis will not be repeated here. However, I do make a recommendation related to this matter, below.

On Friday afternoon of that week we engaged in synthesis. Essentially, synthesis took two (2) forms. First, using the instruments introduced during the accumulation of mass phase, recommendations were made as to ways in which the development of the packages already in process may be improved and/or augmented. Second, a set of preliminary recommendations was discussed. This was done so that work could proceed on those recommendations while staff awaits this report.

I might add here that the openess to which I was exposed by staff during this visit was greatly appreciated. I think staff is growing and much more sophisticated. I feel, however, that they are not fully on top of the immense task

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before them at this time. While my findings and conclusions will be subject to debate, I submit that my recommendations can only result in improved products if implemented. I turn now to those findings, conclusions, and recommendations.

Planning

Finding (1) The developmental plan is not as adequate as it could be. Critical events such as dissemination; training manuals; philosophic, sociological, and psychological considerations; and causal analyses have not been built into the existing plan.

Conclusion (1) If work is not replanned (or the existing plan is not modified) the products will not be completed on schedule or if completed will not be of high quality.

Recommendation (1) That the work associated with packages I and III be replanned.

Process

Finding (2) Staff is uncertain as to roles, responsibility, and expectations. This uncertainty is contributing to the underlying processes that are in conflict with the developmental process that is to be implemented. An example of this is the conflict around scripting during my visit.

Conclusion (2) If the process that is to be implemented is not firmly established there will be much conflict and development will continue to suffer.

Recommendation (2a) That the roles, responsibility, and expectation of each staff member (including coordinators) be clearly explicated.

Recommendation (2b) That the developmental process that is to be implemented be clearly explained and put in place.

Recommendation (2c) That the relationship between persons outside of the program (such as A/V people) to program staff be clarified.

Personnel

Finding (3) Staff is unclear about reporting relationships. At times they find themselves reporting to both coordinators. At other times they appear to look to the Director for supervision.

Conclusion (3) Development is suffering because staff, at times, is unable to get clear direction, advice and counsel. This is especially the case when the coordinators are away from the building.

Recommendation (3a) That each coordinator be assigned to coordinate one or two of the three packages.

Recommendation (3b) That the coordinators serve as consultants to each other.

Recommendation (3c) That an organization chart be developed and explained to staff.

Recommendation (3d) That reporting relationships of each staff member be clearly established.

Monitoring

Finding (4a) The work of staff is not being systematically monitored. Work seems to proceed on a day to day basis. While a flow chart has been established, work within segments of that chart needs to be more closely monitored.

Finding (4b) Staff needs more systematic feedback.

Conclusion (4a) If staff is not more adequately monitored the program is likely to run into a "scheduling crunch" in August and September.

Conclusion (4b) If staff does not begin to receive more systematic feedback, much work will continue to have to be redone when errors become apparent.

Recommendation (4a) That a process evaluation process be installed whereby each staff member presents and discusses work completed the previous month, work in process during the current month, and work projected for the next month.

Recommendation (4b) That these presentations and discussions take the form of a written (monthly) report that includes, at a minimum, the following:

1. What was to have been accomplished during the previous month?
2. What was actually accomplished during the previous month?
3. What were the discrepancies (between 1 and 2)?
4. What action was taken to reduce the discrepancies?
5. What work is in process this month?
6. Are there problems?
7. If so, what is being done about the problems?
8. What work is projected for next month?

Recommendation (4c) That staff begin to receive more systematic feedback.

Program

Specific findings, conclusions, and recommendations specific to packages I and III were made at the table. Findings, conclusions, and recommendations not made or in need of reinforcement are made below.

Finding (5) The population has not been specified.

Conclusion (5) If the population is not specified the packages cannot be developed for a specific population.

Recommendation (5) That the population be limited to parents of children enrolled in parent-child centers and head start programs.

Finding (6) No program under which PMIC, TV spots, and the three packages may be logically subsumed appears to exist.

Conclusion (6) If a program is not imposed on these program components the risk will be run that they will be developed independent of and be in conflict with each other.

Recommendation (6a) That a program including goals and objectives, at a minimum, be developed and imposed on the program components.

Recommendation (6b) That the various program components be brought in line with the goals, objectives, and philosophy of the program.

Finding (7) Work does not seem to be in process that will insure that the packages are readable by members of the target population.

Conclusion (7) If plans are not made and implemented that insure the readability of the packages and if the packages do not turn out to be readable by chance, the printed media embedded in the packages will be of little or no value.

Recommendation (7) That a plan be developed and implemented that insures that the printed media is readable by fourth grade readers.

Finding (8) The relevance of the packages to the target population has not been systematically established.

Conclusion (8) If the relevance of the materials is not established soon irrelevant packages may be developed.

Recommendation (8a) That ethnic review panels, internal to the program, be established - one each for the review of Black, Mexican-American, and Euro-American materials.

Recommendation (8b) That these panels utilize a variant of the delphi method whereby material is judged to be relevant by 80% of the panel or it is revised, modified, or deleted.

Recommendation (8c) That all aspects of each package including scripts; situations; sociological, psychological, and philosophical statements; and definitions be subject to review.

Recommendation (8d) That the situations involving Black families in package I be limited to roles and responsibilities.

Budget

Finding (9) Development costs by packages have not been collated.

Conclusion (9) If these costs are not collated, computing cost-benefit and cost-effectiveness ratios will not be possible.

Recommendation (9a) That the costs already allocated be collated by package.

Recommendation (9b) That future costs per package be projected.

Recommendation (9c) That a "month of development" by "costs" matrix be developed by function for each package and that, using a straight-line projection, costs be projected by package.

Recommendation (9d) That costs for each month (by package) be plotted against the straight-line projection.

As indicated above, I believe that these recommendations, if implemented, will strengthen your program. If additional information or clarification is needed please call or write.

Sincerely,

James A. Johnson, Jr.

James A. Johnson, Jr.
Director
Jefferson County Education Consortium

JAJ:ks

University of Houston
HOUSTON, TEXAS 77004

Department of Curriculum and Instruction
College of Education

April 26, 1977

Dr. David Williams
Southwest Educational Development Laboratory
211 East 7th Street
Austin, TX 78701

Dear Dr. Williams:

I would personally like to thank you and your staff for all of the courtesies extended during my visit to Austin on March 31 and April 1st. It was certainly a pleasure and an enjoyable experience to work with your staff on the development of your Parent packages.

I received a call from Enedelia list Friday the 15th requesting a written evaluation of my observations and enclosed are my remarks. These are short and to the point and really just summaries of the short meetings I had with each team. If you need further explanation, please call.

Sincerely,

Alfredo R. Flores

ARF/jb

Parent Package Summary

The three programs reviewed are well founded and the topics encompassed are of concern to parents. material of this type is in demand in most programs that have a parental involvement component and parents need to learn the skills involved so that they can better help in the total development of the children. Some questions that need to be addressed in order to make these packages a reality are:

1. The appropriateness of developing one package to be used in all of the country. In order to accomplish this enough flexibility has to be built in so that local group leaders can address local concerns, issues, mores, customs, etc.
2. The proposed qualifications of the leader that will conduct these sessions. The areas covered are sensitive as well as difficult and a highly skilled person is required.
3. The question of what makes something multi-cultural needs to be resolved. An example of this is the discipline package. What makes it multi-cultural?
4. The vocabulary to be used particularly in the sex-role section of the Family Roles and Relationships package.

Discipline Package

Goal of package--Very appropriate area to pursue and of concern to most parents. Your rationale for the choice of the subject is sound.

However, in the description of the package the word "alternative" gives a negative connotation to the program making it sound like a "deficit oriented" type program. You are actually providing a variety of strategies and options that can be used to discipline children and the focus should be on this.

Content:

Under II C. I. Setting limits--Limits differ according to familial child-rearing practices and culture. This should be made clear to the group leader.

Under Punishment II B. C.--Types of rewards should be spelled out, whether physical, social or whatever.

Under F--The area of spanking should be reconsidered. Most research points to the ineffectiveness of this strategy and I question the feasibility of teaching parents how to spank.

I would also accent the area of listening, conveying the message to parents that most problems are caused by them because of the failure to listen, set limits, etc.

Family Roles and Relationships

Goal of package--The goal of helping parents to develop in children the attitudes, feelings, and behaviors necessary for establishing and maintaining healthy family roles and relationships in a worthy one to pursue. Your needs assessment determined this and you can also justify it by a quick research of the literature which also points this out.

However, I feel that the packet as written stresses sex-role identification and sex-education. As a matter of fact three of the four sessions deal with this topic while only one session focuses on family roles and relationships. Perhaps a better topic would have been Children's Sex-Role Development and Healthy Family Attitudes. I found little dealing with specific family roles and the dynamics of family interactions.

On the content side I offer the following:

Definition--Your definition of family excludes situations common to the Mexican-American community, for example two comadres living together. Some assumptions that are made also in Session ID b and c will be challenged in the Chicano community. The same applies for no. 3 b.

La Familia Y El Respeto

Goals of package--The goals of the development of a healthy self-concept, sex-role development, respect, and resolution of conflicts are pre-requisites for a family to function effectively therefore the need and justification for this program.

The package is well thought out and the points made in each session are appropriate. However, in Session I the inclusion of a third area focusing on the influence of factors external to the home might be advantageous. These factors like media, societal stereotypes, teachers, etc. exert undue influences on children's self-concepts that parents need to know so that they can counteract them. Creating an awareness of these negative attitudes will help parents in helping children acquire good self-concepts.

In Session #4 under III, the process followed in resolving conflicts is too long and it is possible to group some of the steps, for example, steps 3, 4, & 5 could be combined.

The planned media examples are good and should convey vividly the concept to the parent groups.

Pilot Test

July 26, 1977

Consultant Review Recommendations

Dr. Teresa Escobedo
Assistant Professor
Early Childhood/Bilingual Education
University of Texas
Austin, Texas

(Developer's Notes)

1. Incorporate smaller group discussions (3-5 parents) into the format. Parents will feel more at ease about expressing themselves and participating in the discussion.

2. The flipchart can be used to introduce the major content points in each session before the media. The flipchart can be used again to review the main points presented in the media.

3. Provide for a break during each of the sessions.

4. The leader is not provided with sufficient background information on each topic in the manual. Include more information in the content outline at the beginning of each session.

5. The introduction section in Session I needs clarification. Provide more specific instructions to the leader.

6. Session I seems to be overloaded with activities/information. Consider dividing it into two sessions.

7. Provide a break for discussion in the middle of "Los Padres Hablan" audiotape, if session is divided in two.

8. In the warm-up activity provide an example of a name with the same beginning sound as the given adjective.

9. In the summary activity for Session II ask parents to think of a sex or cultural group model which they would consider either positive or negative. Stress to the leader to accept everyone's ideas.

lo. Some questions need rewording so that they are more open-ended. Omit questions requiring yes, no answers.

Professor Gary R. McKenzie, Ph.D.
Department of Curriculum and Instruction
The University of Texas at Austin

Summary of Consultant's
Recommendations

I am impressed with the difficulty of your task, and with the quality of the work you have done. In these eight short presentations, you have summarized the basic information on two important areas of parenting far more efficiently than I have seen done in the books on the subject that I have read, and your leader's manual provides an excellent summary of points to consider and leadership skills. The decisions you have made about instructional techniques all have a clear basis in theory. I think most educators would be impressed with the technical aspects of your work. The special nature of your undertaking, however, suggests some departures from standard theory.

First, while it is sensible to suppose that parents who are given the basic information about patterns in child development and the effects of different kinds of disciplinary techniques will, with a few concrete guidelines for their behavior, be able to deduce solutions to a variety of problems, and sound to suppose that parents who "discover" the importance and reasons for different principles will be more likely to regard these principles as important, I do not think these principles apply very well in this case. I think the emphasis on informing parents of principles ...of why and wherefores...will seem academic and, in a short course like this, be sufficient to recognize errors in the problem situations you provide but insufficient to allow the parent to solve the concrete problems they bring to the sessions. If you could assume a really skillful, knowledgable, and effective leader, the leader could help the parents to deduce specific solutions that would make the sessions really satisfying to the parents; but that places a tremendous burden on your leaders and implies a much more extensive training program for them than you can afford to provide. In the same respect, the technique of leading parents to infer the importance and reason for various principles from a discussion of cases presented in V T Rs or slide tapes, given the assumption that parents really don't know these ideas before the sessions, requires unusually explicit media and extremely sophisticated questioning strategies which teacher educators have been unable to develop in any way less elaborate than microteaching (plan, teach,tape,feedback,reteach,feedback) settings.

In short, your heavy reliance on discussion as a means of eliciting insights and information and attitudes places an extremely heavy burden on your leaders, assumes considerable prior knowledge of academic ideas on the part of parents, and may not lead to the ability to apply techniques that parents want.

With these assumptions in mind, I have made fairly extensive comments in writing in the training packets themselves and have made specific suggestions in our oral discussions. Generally, the philosophy or rational behind my comments, and my suggestions can be summarized as follows:

First: I would emphasize application of techniques in the sense of having parents plan solutions to their own problems, which goes a step beyond recognizing techniques and errors in cases you can present. This addition (manifested mainly by the addition of a final planning and discussion activity at the end of the sessions) should make the sessions seem more practical to participants and help to bridge the gap between comprehension and application. I think it will actually make sessions easier for leaders to handle since finding solutions is explicitly a part of the parent's role in the sessions now.

Second: I would assume that if parents can infer the reason and importance of various points from the examples you present, they can also infer this background information (specifically, the points you plan to have elicited in discussion, not the points you plan to have leaders state) from their own behavior; and I would concentrate on what they should do as a set of procedural steps and deemphasize the discussion of why they should do it. This too simplifies the leaders formal task (although the leader must clearly have some grasp of why in case the questions do come up.)

Third: I would sequence each session in the same way to reduce variation between session procedures and simplify the learning task of the leader.

Fourth: The sequence I would use would be to:

1. provide a brief introduction which states the goals,

their practical importance, and the sequence of activities to be covered in the session...including a time at the end to plan solutions to parental problems.

2. Immediate presentation of the procedure or principles outlined on the flip charts with a sentence or two of elaboration stated by the leader (eg. an oral example or two of what that step looks like in a particular case)

3. Use of V T R or slide tape illustrations as examples of the principles for parents to analyze according to the principles presented on the flip chart...and a vastly simplified discussion of the situations (since this media is now a review rather than a discovery exercize).

4. (Where applicable) presentation of qualifications or additional strategies (as in improper use of reinforcement) which extend the basic procedure

5. Use of the analysis tasks to extend parents recognition and comprehension of the procedure through new examples (eg. games, problem situations, etc.)

6. A final activity of 20 minutes or so in which the leader would prompt parents to plan a solution to problems of personal interest in a step-by-step way:
Eg: "Write out a behavior you want your child to do."
(pause)"[illegible]"
"Now name a reinforcer you can use and that he wants."
(pause)
etc...
and concluding with some form of discussion (perhaps in groups of four with common sex children, or common problems) where each parent reads off plan and others make suggestions.

The rationale for this sequence is complex and we have discussed it. In essence, my thinking is that this sequence will:

1. Establish set, focus and simplify the analysis of the mediated situations, thus increasing parental success and decreasing the questioning skills required of the leader.

2. Convert the mediated situations into a clarifying rehersal of the principles to be presented...which should increase recall and comprehension when compared with a potentially rambling and inefficient discussion which must proceed from what parents happen to say.

3. Provide means for leaders to elicit statements of steps or points which are in flip charts but are omitted from or unclear in media presentations (Eg. What must the parent have done before this film?)

4. Provide a reasonable basis upon which the leader can direct personal questions or unanticipated questions back to the group, with means for parents to answer. (eg. Good question! Can you see anything in our guidelines that would help you.. figure out what to do about that?)

5. Address the principle that parents want practical answers to problems without beating around the proverbial academic bush, or playing guessing games.

6. Conform to the principle that rule, example, practice, generalization to new cases is the most reliable and efficient presentation sequence.

7. Make specific provision for discussion of parental problems in the context of principles presented, and facilitate incidental discussion of such questions whenever they come up.

In sum, I believe this sequence will both simplify the task of the leader, reduce the discussion and questioning skills required, and focus, simplify, and increase the effectiveness of learner behavior. It provides a structure and a symmetry within which the parents can engage in problem solving based on data that will have been provided in the first few minutes of the session.

These principles will not be hard to apply in the sessions on discipline, although they involve more than a simple moving of activities around, because most of the changes are elimination of questions and data. They are built into my suggestions on the fourth session of the development packet, and to some extent, to my suggestions for the third session of that packet (although my thinking was not so organized in that initial meeting. They are much harder to apply to the first and second sessions of the development packet because the content of those sessions really is quite abstract and informational. They can be applied to some extent, as I have suggested, by adding "what to do about the roles you want your child to learn"activity at the end of session 1, by presenting the information about how sex role concepts are formed before the slide tape presentation in session two and by concentrating less on why and more on how to do it in these sessions. To really follow my recommendations on instruction would require a major reconceptualization of these sessions.

My recommendations in regard to the instructors manual are more simple and diffuse.

First, I think you have done a very good job of identifying and stating the basic skills the leader must be able to use. The skills are all necessary, they are clearly and simply stated, they are rehersed at the comprehension level by the problem situations to which the leader is to respond.

It would be possible, if you elect to use the more predictable instructional format I have suggested above, to define the skills in more specific and applicable terms. Eg: Describe specifically how you want the flip charts used, state explicitly that the analysis of examples can be performed by setting out the flip chart pages as reminders and asking about the first point, the second, etc., and to field questions about personal problems by directing participants to search through the principles to find solutions...or to write problems on the chalk board for discussion during the final activity of the session. I recommend this kind of specificity to you; it will greatly reassure and vastly simplify the task of your leaders...and make your training for use of the packets easier and more effective. It would involve at least a major addition to the manual, and may reduce the transferrability to other packets that do not follow exactly the same format however. I believe it is worth the effort to do so in terms of increasing your effectiveness...it would be reasonable to expect a higher level of mastery of a more materials specific task, and your program would be more effective as a consequence.

I would also suggest the addition of an application level exercize to follow the analysis of situations you have written into the materials. Being able to recognize what should be done from a written stimulus is quite different from being able to formulate a response to a real life situation on your feet. It would be helpful to provide an audio (or video)tape of someone leading an actual lesson from the packet and modeling each kind of response. I would instruct trainees to listen to the situation developing, and turn off the tape at the sound of a beep, and respond as if they were leading the session...and then turn on the tape and listen to the response of the model. This would be an extremely effective addition when sessions follow a fixed format, the suggested controls are used for making parental responses more predictable, and there are only a few sessions to be led. I understand that this can be expensive, but I think it would be a valuable addition...and helpful even in the event that you merely recorded and edited one of the pilot sessions in a less-than-commercial-quality form.

I would recommend writing a coherent statement of the theory and principles behind the presentations as an introduction to content for the leader. Such an organized overview might help to develop the understanding the leader might use to field questions which are not directly treated in the instructional materials. Personally, when I am trying to explain a teaching strategy (which, in my own writing, is really a summary of a rather elaborate theory not too different from the principles I imagine you are trying to teach) I try to write a prose statement of the type of situation to which the strategy will apply ...with examples; a prose statement of the difficulties a teacher (or parent) might meet in getting children to learn; and a list of steps (the strategy or technique) to use; and I attempt to explain in terms of this set of steps, why each step is important in a short statement. Of course, I can fall back on my oral lectures to extend this presentation...and, frankly, I do not emphasize the theory as much as the application, but this might not be a bad organization for your overview.

I would also, however, state in the background information column of the session plans a one or two sentence statement of why each point in the flip chart is important to help leaders (who neglected to study the overview or who studied but forgot) to respond to requests for justification that might come from the audience. We know from market analyses of teacher's manuals to text book series that these in-test cues are very popular.

It might be helpful to provide review questions to the theoretical overview which ask "Why is this important?" or "What is the justification for..." Interspersed questions are the most effective part of programmed instruction and have been shown to increase mastery of prose passages immensely, and this type of question is the sort which my earlier recommendations do not cover in instructional materials. A couple of final systhesis questions which state a very common (but not too difficult)problem, which might come from the participants and ask the leader what to do would also be very helpful in the training materials. These questions should require the leader to run through the entire procedure.

Obviously (and as you clearly recognize) the longer and more imposing the leaders training package, the less likely the leaders are to work through the entire thing, and the less likely the leader is to master each point. In effect, the more you try to teach...beyond some unknown point... the less likely the leader is to learn anything. To be realistic, I think you must limit the content of the training to only a few points, and even then, to depend as little upon mastery of content as possible.

Thus, to return to my initial statements, I think your best bet is to try to program the actual sessions to avoid as many unpredictable questions, elaborate questioning and discussion leading skills as possible, to give partipants means and responsibility to try to answer their own questions, and to make your leaders' manuals very explicit and packet- specific. Do not try to write a booklet that will teach them everything they need to know about teaching in one easy lesson. Take advantage of the fact that you can predict the content and the materials they will have to work with; if you don't, some of your leaders will fail and the very materials you have produced will become ineffective.

I hope this summary will explain the thinking behind my suggestions, and that in conjunction with the specific suggestions I have made about individual sessions, you find my efforts practical and helpful.

Gary R. McKenzie

Consultant

Please forgive the unprofessional form in which these comments are presented. Your time limitations and my secretarial skills preclude a more formal presentation.

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FIELD TEST

September 21, 1977

REVIEW OF PARENT EDUCATION WORKSHOP MATERIALS

for: Southwest Educational Development Laboratory

by: Dr. Mary L. Serafine
University of Texas at Austin

General Comments

This evaluation is based on a review of the manuals, pamphlets, and audio-visual media developed for these three workshops. In general I find the materials, content, and organization of the sessions to be excellent. The goals are stated clearly and would be well-understood by the leaders. The learning activities are appropriate for the target population and conform to what is recently known about human relations training. The printed materials prepared for the leaders are clear, simple and instructive; the materials prepared for participants are excellent in their presentation of content, are varied in the types of media used, and have been produced with professional sophistication.

Given the limits under which these workshops would be offered (i.e., they are relatively short weekly sessions, with each program lasting only a month), the scope and depth of the content is commendable. Given the nature of the target population, the content of the sessions is at an appropriate level of sophistication and one which, I think, strikes an excellent balance in meeting the practical needs of parents (especially in sex education and disciplining) and the presentation of somewhat more abstract notions about child- and person-development (e.g., "respect," "self-concept"). The content is appropriate in amount and difficulty, and the validity of the nature of the content is supported by contemporary research and theory in child development and family relations.

With regard to the issues of racism and sexism, I can find (with perhaps a single minor exception) no evidence that the workshops contain prejudicial or objectionable material. My opinion is that the audio-visual media has accomplished the difficult task of presenting real people in real situations without resorting to stereotypes of sex, race, or social class. That the media could present a photo of a woman changing a car tire, and also a sequence involving a woman kitchen-bound with hair curlers is an example of this balance.

My evaluation of these three workshops is that they represent superior work in the area of providing materials for short-term parent education. Below I have made comments about particularly positive aspects, and have also cited a few criticisms and suggestions. The latter are often personal preferences or tastes, and few are meant to indicate serious weaknesses in this work. It is in that light that I wish to present my specific comments first about the leader manuals and then about the audio-visual materials.

PRINTED MATERIALS

Leader Skills (In all manuals)

The leader skills sections are very well done, though I would hope there would be some training other than just the manual. I would suggest that added to the leader skills be examples of recommended seating patterns. Seating arrangements are crucial to discussions, and diagrams might be added to show circles, semicircles, squares, or ovals that promote interaction among participants. It should be stressed that participants need to see each other, that no one should be left out (including late comers who often take an isolated seat) and that seating patterns should be arranged ahead of time. All this could be added to page 13.

Also, I would suggest that somewhere in the leader skills the skill of paraphrasing or repeating be added, perhaps in the section on ways to deal with problems. This is a simple and effective skill that's especially useful when silence overtakes a group, and the leaders should be aware of it.

Finally, there were some sections in the manuals in which the examples of leader problem situations tended to name women more often than men as leaders. I believe that in parts of Family Roles and Relations and Ways of Disciplining this is true. Certainly over-all there is a balance of male and female names in the problem situations; however I remember getting the impression at times, while reading over the problems, that group leaders were more likely women than men.

Ways to Discipline Children

(Some typographical errors: pages 6, 83, 98)

This workshop series on discipline offers parents a choice of techniques which can be used. I would agree that this type of eclectic approach, which borrows from both S-R and humanistic theory, is most appropriate for the purposes of the workshops.

Session I

On page 48 - A minor point:

This section implies that any response on the part of the parent would be a reward for misbehavior. I'm not convinced this is true and would have suggested Thomas Gordon's "I Message" technique be used here. Leaders will doubtless have to deal with the issue of "What do I do, then?"

Session 2

I think it would help if the leader had a statement of a solution to each of the problems in order to gear his/her expectations to the possible solutions that might be generated. I would suggest this for any situation in which the leaders would direct a problem-solving discussion--having a list of possible answers or solutions that might be given.

Also, I would suggest, since the notion of "setting limits" is more abstract than the previous session's topic on "rewards," that parents engage in some type of personal, concrete activity at the start of Session 2. For example, it might be helpful to have each parent make a list of:

1. What I cannot accept in my child
   (e.g., stays out after dark, rides bike on busy street, uses my cosmetics or tools, takes money)
2. What I can accept in my child
   (e.g., visits friends nearby without permission, uses the stove, helps self to refrigerator)

This might personalize the idea of setting limits and give each parent the experience of defining for himself what his "limits" are. This will help parents know what they can and cannot accept, and make consistency more likely.

La Familia y El Respeto

(Typographical error: page 89)

Generally this series of sessions was excellent, and it should be pointed out that my criticisms and suggestions are based on my personal and professional preferences, rather than on the fact of there being serious weaknesses in the series.

With regard to Session 1, I am not convinced of the utility of presenting the abstract notion of self-concept, though perhaps if this concept is really learned by parents it would be beneficial. I do hope the idea is not communicated that the self-concept is a "thing" we carry around inside us.

With regard to the notion of "respect," I worry that this might be construed as a form of deference, rather than as a form of empathy or understanding. Perhaps the difference in connotation of the word between English and Spanish makes this a moot point. In any case I hope that emphasis on "respect" does not impede participants in grasping the concepts that are the real goal of the sessions--freedom to express feelings, openness, acceptance, etc. Perhaps the leaders could point out that "respect for one's parents" does not necessarily mean deference; and that "self-respect" does not mean exaggerated self-pride or aggressive self-confidence.

In Session 4, I would argue that the 6 steps to resolving family conflicts are not really steps, but 6 pointers or hints. I would prefer to see substituted here 6 real steps that parents can use, perhaps something like the following, borrowed from Thomas Gordon:

Step 1: Identify the problem.

Step 2: Identify the needs of the people involved.

Step 3: Generate solutions to the problem.

Step 4: Choose a solution that everyone accepts.

Step 5: Evaluate the solution to see how it's working.

Basically what is needed her is some emphasis on:

a) the idea of identifying and meeting needs.

b) the diversity of solutions that could be offered.

c) the idea of compromise.

Also, I believe it would be helpful to emphasize throughout the session that family conflicts are normal, natural, and not "bad"; that they can be used to enhance relationships among loved ones, and can aid the growth of children if resolved in beneficial ways.

Much of the content in this package revolves around the notion that children (and wives) are entitled to as much respect, understanding, and rights as are the parents (or husbands). This notion is a radical one in that it violates a basic cultural assumption in all social groups in this country. I would recommend, therefore, that some preliminary work be devoted to encouraging parents to examine this premise--that family life can be democratic, with equal respect and rights for children. Perhaps this could be substituted for or included in the first session. In any case, even a single discussion among parents of this concept, which undergirds all 4 of the sessions, might be helpful.

Family Roles and Relationships

(Typographical error? Page 32, bottom: Is something missing here?)

Again, I find no major weaknesses in this package that would inhibit its effectiveness. Most of my criticisms and suggestions should be taken in that light.

In Session 1, I am not convinced of the necessity for Goal 1. I would not think the learning of definitions to be very important.

On page 37: I am not sure these questions would be good promoters of discussion, since some are parroting type questions. Perhaps they can be broadened or personalized in some way.

On pages 44-45: I believe an extension to this activity is needed, or it should be expanded in some way. Perhaps it could be given in the form of a personal questionnaire. Or scenarios could be described, with participants then identifying the roles.

In Session 2, the game is good, but I would suggest careful monitoring of the field test situation to determine whether this type of thing is really something adults would enjoy doing.

I believe this series of sessions could be strengthened by emphasizing to participants the idea that: Sex education begins with the kinds of roles and relationships that are established between men and women, boys and girls, in the home.

It is not altogether obvious exactly why Session 1, on Roles and Relationships, would precede three other sessions that quite definitely focus on sex. The reason, of course, is that the nature of interaction and roles in the family is the child's first instruction about his own sexuality and personhood. I think it is commendable and foresighted to precede the three more practical sessions on sex education with a beginning session that emphasizes this kind of concept. However, this will be a new concept to many parents, and it would be helpful to emphasize the point that this concept about our day-to-day living patterns undergirds the kind of sex and sex role education that we give our children. The point simply needs to be more clearly and obviously stated.

AUDIO VISUAL MEDIA

In all 3 workshop series, I would suggest that those involved in field testing be asked whether the flip charts are large enough. Can they be seen by all participants?

Generally, the audio visual material for all the sessions has been well-done. People are shown in natural and real settings, the acting, music, and use of props is excellent, and the overall effect is one that makes the viewer feel that "these people on the screen are like me," that he can identify with them. My only concern with the factor of realism and naturalism is that women in these materials tend to be shown so often in such typical roles--especially shopping, which occurs often--and men too are shown too typically either fixing things or watching TV.

Ways to Discipline Children

A small point: At the beginning of each video tape, there is too long a period of too much talking with no visual change on the screen. While the words on the screen ("Rewards" or "Setting Limits") remain motionless, the narrator introduces the theme in what seems to take a long time. With a TV-type format, I believe no change on the screen for this long a period of time will make the words of the narrator lost on the audience.

The video tapes show parents actually getting mad in a natural way. This emphasizes the point that it is normal and natural to get angry at times.

In Session 3, I would have preferred that the films show parents making use of the technique of paraphrasing or "active listening" (a la Thomas Gordon), when interacting with their children.

Session 4 might put more emphasis on the idea that "the punishment should fit the situation" means not only the harshness of the punishment but that it is related to the problem. This idea is demonstrated, for example, in the incidents on writing on the wall and stealing money from the jar.

La Familia y El Respeto

Los Padres Hablan is fairly natural. The film *Yo Soy Artista* is well-done and low-key without being "preachy." The flip chart could use some visuals other than just printed words in questions and answers. The small flip chart is *so* small! In Session 2 the slide/tape presentation is excellent, and the narration is slow, clear, and gives simple explanations of very difficult ideas. The radio novela in Session 3 has a real soap-opera effect and provides variety in the media used. The Session 4 film, *Las Apuras Familias*, makes excellent use of music and, as much as is possible for this kind of issue, is realistic.

On the problem cards in Sessions 2 and 3, the answers given need to attack the problem stated more directly. For example, in Session 2, Problem 1, there should be listed things a parent might actually *do*:

1. Ignore it.
2. Watch for signs it may worsen.
3. Seek professional help if necessary.
4. Re-direct the behavior and get him involved elsewhere.

In Problem 2, concrete suggestions should be given, such as:

1. Encourage child to talk more by saying, "So you don't want to be Mexican. Why?"

2. Take child to cultural functions to see healthy members of his cultural group.

Generally the problem card answers should be more concrete, and list specific things a parent could do or say. Presently the answers sound like a lecture or a sermon. They are not vague enough to be open-ended because they make many "should" statements, and at the same time they omit really concrete, helpful suggestions.

Family Roles and Relationships

Flip chart: These drawings handle a delicate subject in a light, non-objectionable manner.

Slide/tape presentation, Session 1: The music is excellent and the slides show diverse family life styles. There is so much complex narration, such as giving definitions, that I would suggest adding a few slides that list the words being used to describe the roles, e.g.:

care giver

bread winner

cook

wife

The speech is a little fast and complex, and visual reinforcements of the ideas are needed, either with words, symbols, or simple drawings. Also, these could use stressing:

Neighborhood and Community

Friends

TV

(as things that influence children)

Slide/tape show, "I'm Looking For Me," Session 2

This is a romantic, kid's-eye view of developing self concept. (It's similar in some ways to the movie "Free to be You and Me" which has the same theme.)

Flip chart/audio tape, Session 3

This is an ingenious idea, well carried out. The music complements the ideas. The minimum use of color and simple line drawings makes the flip chart attractive and easy to see from a distance. The masturbation issue may be explosive for some parents, especially since it may violate religious beliefs.

The problem cards present common problems in a non-threatening manner.

Session 4 Posters and Videotape

Both have accomplished the difficult task of handling an embarrassing subject in an informative, comfortable, and easy-going manner. The acting in the video tape is as close to natural as possible. The humorous touches are ingenious.

October 10, 1977

MANUEL RAMIREZ

Consultant Evaluation

Package II: El Respeto y La Familia

Package Information:

Give leaders more information concerning the diversity that exists among Chicanos. Some (the rural, traditional types) may expect a lecture approach initially. A lecture might serve to put traditionals at their ease and subsequently they might feel comfortable enough to participate in group discussions. However, the more urban dualistic or atraditional types are likely to feel comfortable in group discussions.

Leading Good Discussions:

p. 6 should indicate that it may be necessary to establish rapport before parents can be "encouraged to talk about their own experiences." Should start with discussions which are nonthreatening--perhaps a hypothetical case--this can lead to discussion of personal experiences.

Remind leaders of the importance of being formal in initial interpersonal relationships with traditional Chicano parents--do not use first names in first meeting, don't be pushy, etc.

Problems for You to Solve in Leading Good Discussions:

Use examples which reflect value conflicts as well--e.g., "leader states, 'we are all equals here so let us not be formal'."

Handling Special Problems during Discussion:

p. 9 I disagree with the statement--"it is natural for parents to talk about their problems early in the session"--this can lead to unrealistic expectations on the part of the leader and he/she may wind up offending traditional parents in attempts to force them to discuss personal problems in the first session.

The suggestion made for dealing with the non-stop talker may be offensive. I would suggest "Mrs. Ramos, that's very interesting and perhaps we could discuss that more after the session, but I wonder if Mrs. Lopez can tell us what she thought of the filmstrip."

Getting Angry:

p. 10 Give an example.

When No One Talks:

p. 10 How about dealing with shyness--encourage leader to do things to establish rapport and put parents at their ease.

Evaluations:

p. 19 It is bad form to start the session by having parents complete a form. This will probably reawaken negative school experiences. What about parents who cannot read and write--this will put them on the defensive.

Session I: Cada Uno Diferente, Cado Uno Especial

p. 26 This material is a bit too "jargony." It is intended for the ? leaders only? I can't see traditional Chicano parents responding to this material.

p. 28 Asking parents which language they would prefer to use in the session is awkward and may embarrass those who may not be willing to state that they do not feel comfortable in English. The leader should make an unobtrusive assessment of language dominance when he/she greets the parents initially and when they introduce themselves to the group, then, use own best judgement about which language to use.

p. 31 Second question asks parents to personalize too soon. Also the Spanish and English versions have different meanings.

p. 32 Carry out activity. This could embarrass parents who don't know how to write. This activity might also be considered to be too childish by the more traditional parents.

p. 33 I don't see the purpose of this activity. At the very least it should not require writing.

p. 34 Self-concept--is also the way others see us; and in particular the way we think they see us--refer to Erick Erikson, Carl Rogers and Jack Block.

Cuando tenemos confianza y sentimos paz se dice . . .

Cuando no tenemos confianza y estamos nerviosos.

p. 37 Helping them to become independent--expresses a middle class Anglo Western European value which is alien to traditional Chicano parents.

p. 38 Las maestras o los maestros

Film "El Artista"

Mixing English and Spanish may alienate traditional Chicanos and/or may result in their not comprehending the entire message. Why not do two films one to use in rural-traditional communities and the other in urban dualistic and atraditional settings.

p. 45 Should warn the leader--Don't be discouraged if parents don't discuss their own experiences right away, but they may wait until after the session is over to discuss problems with you in private. Ask leaders to expect this and not to discourage it.

p. 47 Give leader directions to pair parents up for small group discussions and then make the rounds of all the groups.

Session II: Quienes Somos

p. 53 Having parents give names and ages of their children doesn't seem to be too relevant. Why not have them say the name of the community in which they grew up.

p. 65 Switching between the languages here is well done and not likely to offend.

p. 70 Como aprenden los niños/las niñas a portarse . . . Los niños imitando a los hombres . . . --this statement could be considered sexist--some males do learn aspects of the male role by imitation of their mother's or older sister's behavior if no male is available . . should discuss possibility of single parent families.

The leader should be warned to expect and give advice on some problems which may be brought to her/him by parents after the session--homosexuality, unavailability of male or female models, etc.

p. 72 - Good activities.

Session III: El Respeto al Deucho Ajeno

p. 78 Forbidding parents from talking to husband or wife while completing forms may be threatening to traditionals.

p. 80 typo - Los sentimientos e ideas de cada quien son reconocidos.

pp. 86-89 The father is put in the role of the "heavy," thus, resulting in the alientation of some of the fathers in the group. Why not let the mother share some of the role of lack of respect for the other members of the family too. In this way, the "bad" person is not so easily identifiable.

pp. 95-99 It should be pointed out that frequently the everyday frustrations of life--a bad day at home or at work for mother and father, a bad day at school for children, health or economic problems, can lead to situations in which we might behave as if we don't respect each other. How can we deal with situations like these? Explaining our individual problems to other members of the family--the importance of communication.

p. 102 This psychodynamic explanation is too psychoanalytic and to my knowledge there is no data to indicate that it is accurate.

Session IV: El Respeto y La Paz

p. 109 This goes counter to the value system of traditional Mexican and Chicano families.

pp. 115-117 These steps are too unrealistic for a poor traditional Chicano family, but these are probably appropriate for dualistic and atraditional families.

p. 118 This technique is inappropriate for families with very young children.

p. 126 Good section. Should lead to valuable discussion.

General Impressions:

All in all, I think that this is a good unit. However, it is more appropriate for dualistic and atraditional families.

There needs to be some recognition of the diversity which we know exists among Chicanos. There should be few aspects of the unit which conflict with the traditional value system of Chicanos. Unfortunately, most psychological data and, therefore, psychological models of early child development are based on Anglo Western European sociocultural systems.

I am most concerned about format with respect to filling out evaluation forms and playing games or having parents do reading and writing activities. Having parents discuss personal problems is also tricky given the likely intelligence, sensitivity and experience of most people who are likely to be leaders.

The most impressive thing about the unit is the creativity of the approach used to convey the information. This is an excellent pioneer effort.

October 10, 1977

MANUEL RAMIREZ

Consultant Evaluation

Package I: Family Roles and Relationships

See comments on training of leader on unit titled, "El Respeto y el La Familia."

Session I

p. 26 last paragraph, third line - ...or children to act as "parents"? to their mother and father.

p. 27 first paragraph, line 2 - some couples may not be married officially--change to commitment or whatever.

p. 27 Last two sentences are meaningless and seem to imply that only mothers can develop relationships with children.

p. 27 last paragraph, third sentence- ..."when children become like those around them"--this sentence doesn't make sense and is an oversimplification of the concept of identification.

p. 28 last sentence, paragraph 2 - there is no evidence of this that I know of.

This entire discussion is too long, too boring and too technical. It should have some behavioral examples to liven it up a bit.

p. 28 first sentence of last paragraph is vague.

p. 34 ..."please be ready to share" - this could make some parents uncomfortable when having to speak up in groups. Better to ease them into it as the leader gets the discussion going.

p. 36 content--because of financial need of the family--not necessarily, could be because mother likes to work or because she is pursuing a career.

p. 36 Slide #12. Parents aren't the only members of the family who

? play parenting roles.

p. 36 Slide #13 - that word marriage again.

p. 36 End -- this stuff is boring and is too much like a lecture. Why not talk about a hypothetical family? Shouldn't make it sound like an introductory course on marriage and family.

p. 37 First question is poor and inappropriate. The other questions are too personal.

p. 40 These questions are likely to result in an unfocused, rambling discussion.

p. 41 Slide #29 -- inaccurate information -- migrant mothers have always worked along side their partners.

p. 42 Slide #35 -- Fixing a swing is a meaningless task--suggest fixing the sink or painting the house.

pp 43-44 It is going to take a very skilled, experienced leader to do a good job in this discussion. There are just too many emotion laden issues to deal with here.

pp. 44-45 It is unrealistic to assign take home activities to poor parents. Why not ask them to do it at the session.

Session II: On Being Boys and Girls

? pp. 57-61 This slide presentation is very much like a formal lecture. Why not make it into a script for a play. Also the message should be given that heroine should have the freedom to play baseball if she wants to. That question is left untouched.

p. 62 My guess is that this discussion will fall flat.

p. 63 "The same sexed parent serves as an important role model..." -- but what of the opposite sex parent. This message contradicts that of Session I in which a pitch for versatility in roles is made.

p. 64 Good question on little boys imitating mother.

Game is not win-lose.

p. 71 First paragraph -- there is no way they are not likely not to feel imcompetent if they lose. Win-lose games are a bad idea in this type of setting. Why not do the activity to stimulate discussion without the win-lose aspect.

I don't like this session in general. The material is complex, yet presented too simplistically. The main messages are also based largely on what is known about middleclass families. There are no references to family research by minority scholars in this section.

Session III: Helping Young Children Learn About Sex

pp 83-87 The lecture format here is dull, but content is good for the most part.

p. 88 Do you think behavior like playing doctor is bad...this is a loaded question.

p. 89 Having to write problems on chalkboard may be threatening for those parents who don't know how to read and/or write.

pp. 94-95 I like the activity better than the game.

Session IV: Techniques for Answering Children's Questions About Sex

p. 121 This activity may be threatening for traditional parents. Why not make up some hypothetical questions and let them volunteer stating how they would answer.

p. 122 Judging and critiquing may lead to insult and embarrassment.

General Comments on Unit

For the most part, I liked this unit least of all the three I reviewed. The format was inappropriate to the values and learning styles of traditional parents in many areas and the content in Session I and II was too Anglo "middleclassy" in its orientation.

October 10, 1977

MANUEL RAMIREZ

Consultant Evaluation

Package III; Ways to Discipline Children

Session I: Using Rewards to Teach Behavior

Good film and good discussion questions.

pp. 42-43 Rewards Wanted game is a bad idea. Win-lose games threaten people.

pp. 50-51 Personal Problem Solving - good activity.

Session II: Setting Limits

p. 58 2. Realistic limits...and, living conditions (living conditions is a vague term).

pp. 71-73 good activity.

p. 79 Personal Problem Solving--activity too threatening for traditional parents.

Session III: Listening to Children

pp. 86-87 Encourage children to speak -- this has been emphasized too much. Traditional parents may be afraid that children might lose respect for them if conditions are too egalitarian. Assure them that children are not likely to lose their respect for adults if allowed to have their say.

pp. 86-88 Values reflected in this discussion are mainstream Anglo middleclass. These values are being pushed too hard. Perhaps the discussion should be qualified by stating that some parents have found these techniques useful without sounding like this is the one best way. See Castaneda, A, Traditionalism, modernism and ethnicity in J. L. Martinez (ed.), Chicano Psychology, Academic Press, 1977.

p. 95 Having father doing hard-core household chores is not a realistic reflection of what actually happens in most homes, poor and minority neighborhoods. Perhaps taking out the garbage or carrying grocery bags from car to house would be more appropriate.

General Comments:

This is a pretty good unit for the most part. I've note the exceptions above. In contrast to the unit on family roles and relations it shows imagination and sensitivity. The psychological material is presented clearly, without jargon and examples given are good and practical.

October 7, 1977

Comments for Southwest Educational Development Laboratory/ Austin, Texas

by

John Sibley Butler
Department of Sociology
University of Texas, Austin

Carmen: These comments are designed to supplement our session with the writers held last week. If there are any questions be sure to give me a call.

Comments:

Family Roles and Relations/Leaders Manual

Introduction: The introduction is written well. Instructions for the leader are clear and the material covers situations most likely to emerge during group discussion. This comment holds for the introduction and instructions for all manuals. One thing: make sure that the leader lets the parents know that he/she is not an "expert" on the subject, but is simply serving as a leader. Put differently, the leaders job is to "move the group along.

Session One: "Understanding Family Roles and Relations"

In addition to the traditional definition of the family, it may be good to mention the importance of the family as an institution. For example, although many functions of the family have been taken over by other institutions, it (the family) remains the most important institution in our lives. Research continues to show that family background explains significant variation in the "success" variable. Since the family, in all its various forms, is usually taken for granted, the historical significance of that institution should be noted. Also this will serve as the foundation for the discussion./ It is also clear that your definition of family includes only biological connections. This really comes through in media materials. Perhaps mentioning adoptions will help fill the gap. The important thing is to be sensitive to all types of possible family relations./ During the discussion of family roles (you define that concept as parts that persons play), it might be good to bring into the discussion the concept "expected behavior." That is, the role one plays in the family is reinforced by others and expected of others. Thus family members also meet certain expectations vis-a-vis the role. I think that the media presentation is excellent.

Session Two: "On Being Boys and Girls"

The flip chart media presentation is great. The overall session is an excellent way to present the topic.

Session Three: "Helping Children Learn About Sex"

Although this session is basically fine, the use of a certain term is somewhat misleading. Consider this quotation taken from the problem card activity:

> Say that sexual behavior, like any other behavior, needs to have reasonalbe limits placed on it. The limits depend in large part upon the age of the child and type of sexual behavior. A type of behavior which is "normal" or "typical" for one stage of development is not appropriate for another.

The use of the concept "sexual behavior," which is consistent throughout this session, usually brings mental pictures of sex between male and female. Put differentsly, the everyday meaning which is placed on that terminology involves male-female relationships. What really comes through in this section is the idea of body exploration. Children are curious about parts of their body. Body exploration vis-a-vis children, in an everyday common sense usuage, does not bring images of sexual behavior to the mind. Thus I would utilize another concept; perhaps curiosity about sex organs or body exploration would serve your purposes better.

Session Four: "Techniques for Answering Questions...."

Fine....

In general the media (flip charts, Soap Opera) is great. there is a single important point which session one misses and should include. What is missing is the significance of cultural continuation and historical importance of a culture. This is brought out when the mother is talking about the importance of her child mastering both Spanish and Englist. Not only will the continued use of Spanish impact positively on self-concept of children, but it also means that the children have, and will continue to have, respect for the history and language of her/his people. It also means that the child will transmit this "culture awareness" to the next generation. Thus in addition to self-concept, the main concept of this session, I hear the mother expressing a concern for the history and future of an entire culture. I think that this is an important point.

Session Two (Sex Group and Culture Identification), Three (Mutual respect), and Four (Resolving Family Problems) are fine. One comment. After the Soap Opera, the question the leader asks at the begining of the discussion period should be replaced. Instead of saying

"What are the problems?" the question should be "Does the family have a problem?"

Ways To Discipline Children/Leaders Manual

One major comment on the manual. While listening to the media, it became clear that the female child was playing the role of Eve i.e open the poison, Mama won't find out. Perhaps this could be changed. Although we talked for quite some time about the manual during our session, I think that is bascially sound. I also think that it will be the one which brings about the most conversation and dissent. After all, everybody is an "expert" on discipline.

The questions for the leader in all manuals are excellent. They relate to the everyday experiences of people and this is the type of material which generates conversation.

APPENDIX D: FIELD TEST INSTRUMENTATION

Package I
Package II
Package III
Follow-up Study

NOTE: Complete Field Test Instrumentation included in copies sent to NIE staff only. All other copies of the Final Report include only instruments for Session One of Package III and for the Follow-Up Study.

FIELD TEST: PACKAGE III

Session One
Session Two
Session Three
Session Four

Code:

______________ Your month of birth ______________ Site
______________ Your day of birth
______________ Numbers in your street address

FIELD TEST

PARENT PRE-SESSION

Ways to Discipline Children

Session One

INSTRUCTIONS: For each item below, read the question or statement, and then read all the possible answers.
Choose the answer you think best.
Circle the letter of your choice.
Circle only one answer for each question.

1. Mrs. Gonzalez wants to use rewards to teach her four-year-old daughter to be more orderly. What should she do first?

   a. Tell her she will get some candy when she is orderly.

   b. Decide exactly what she wants her daughter to do.

   c. Reward her daughter right after the orderly behavior.

   d. Find a reward her daughter really likes.

2. Five-year-old Virginia's parents are pleased. Today Virginia shared her toys with the child of a visiting couple. They decide to reward Virginia by giving her ice cream. How should they reward her?

   a. Tell her she is getting ice cream because she was good.

   b. Give her the ice cream and not tell her anything.

   c. Tell her she is getting ice cream for sharing her toys.

   d. Tell her the next time she shares her toys she will get some ice cream.

3. Four-year-old Stevie still forgets to pick up his toys when he finishes playing with them. His parents want him to start learning to pick up his toys. When should they give him a reward?

   a. every time he remembers to pick up his toys.

   b. when he starts playing so he will not forget.

   c. when he remembers and when he forgets.

   d. now and then when he remembers to pick up.

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Field Test Version

4. Five-year-old Paul fights with his little brother over their tricycle. Their mother offers him some cookies if he stops fighting with his brother. What is his mother doing?

   a. making sure Paul behaves the next time.

   b. rewarding Paul for fighting with his little brother.

   c. teaching Paul a lesson in good behavior.

   d. helping Paul learn to control his temper.

5. In which of the following situations is the parent using a bribe?

   a. Johnny's father promises him a popsicle if he stops hitting his younger brother.

   b. Johnny's mother gives him a popsicle before going to church so he will behave during the service.

   c. Johnny's mother promises him a trip to the zoo if he picks up his room.

   d. Johnny sets the table every morning. Johnny's mother gives him a popsicle after school every day so he will help her again the next day.

6. Mr. and Mrs. Smith have visitors today. Their little boy starts misbehaving. The parents pay attention to him. What are the parents doing?

   a. rewarding the misbehavior.

   b. forgetting to use rewards.

   c. using rewards correctly.

   d. bribing him.

7. Pat's parents reward her for making her bed. What should her parents do to make sure she keeps on making her bed?

   a. reward her every time she makes her bed.

   b. give her a reward every now and them.

   c. give her a different reward every day.

   d. avoid rewarding her any more.

8. Every time four-year-old Johnny wants to go to his friend's house, he should let his mother know. Every so often his mother tells him she likes it when he lets her know. What is Johnny's mother doing?

   a. making Johnny depend on her too much.

   b. rewarding Johnny's good behavior.

   c. teaching Johnny a new behavior through rewards.

   d. forgetting to use rewards appropriately.

9. Ann's mother is trying to get her to leave the nursery school playground. Ann keeps on playing. Her mother says, "If you come now, we'll go buy some ice cream." Ann says, "Okay." What is her mother doing?

   a. rewarding Ann for being obedient.

   b. rewarding Ann for being disobedient.

   c. using rewards the right way.

   c. making sure Ann will obey her the next time.

10. Henry usually gets out of his chair before finishing his meal. Each time he gets up his mother tells him to get back in his seat. What is his mother doing?

   a. forgetting to use rewards to teach him.

   b. rewarding his misbehavior.

   c. making sure he will stay at the table.

   d. rewarding his good behavior.

THANK YOU FOR HELPING US IMPROVE OUR PARENTING MATERIALS.

Code:

________________ Your month of birth
________________ Your day of birth
________________ Numbers in your street address

____________________ Site

FIELD TEST
PARENT POST-SESSION

Ways to Discipline Children

Session One

INSTRUCTIONS: For each item below, read the question or statement, and then read all the possible answers.
Choose the answer you think best.
Circle the letter of your choice.
Circle only one answer for each question.

1. Mrs. Gonzalez wants to use rewards to teach her four-year-old daughter to be more orderly. What should she do first?

   a. Tell her she will get some candy when she is orderly.

   b. Decide exactly what she wants her daughter to do.

   c. Reward her daughter right after the orderly behavior.

   d. Find a reward her daughter really likes.

2. Five-year-old Virginia's parents are pleased. Today Virginia shared her toys with the child of a visiting couple. They decide to reward Virginia by giving her ice cream. How should they reward her?

   a. Tell her she is getting ice cream because she was good.

   b. Give her the ice cream and not tell her anything.

   c. Tell her she is getting ice cream for sharing her toys.

   d. Tell her the next time she shares her toys she will get some ice cream.

3. Four-year-old Stevie still forgets to pick up his toys when he finishes playing with them. His parents want him to start learning to pick up his toys. When should they give him a reward?

   a. every time he remembers to pick up his toys.

   b. when he starts playing so he will not forget.

   c. when he remembers and when he forgets.

   d. now and then when he remembers to pick up.

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4. Five-year-old Paul fights with his little brother over their tricycle. Their mother offers him some cookies if he stops fighting with his brother. What is his mother doing?

   a. making sure Paul behaves the next time.

   b. rewarding Paul for fighting with his little brother.

   c. teaching Paul a lesson in good behavior.

   d. helping Paul learn to control his temper.

5. In which of the following situations is the parent using a bribe?

   a. Johnny's father promises him a popsicle if he stops hitting his younger brother.

   b. Johnny's mother gives him a popsicle before going to church so he will behave during the service.

   c. Johnny's mother promises him a trip to the zoo if he picks up his room.

   d. Johnny sets the table every morning. Johnny's mother gives him a popsicle after school every day so he will help her again the next day.

6. Mr. and Mrs. Smith have visitors today. Their little boy starts misbehaving. The parents pay attention to him. What are the parents doing?

   a. rewarding the misbehavior.

   b. forgetting to use rewards.

   c. using rewards correctly.

   d. bribing him.

7. Pat's parents reward her for making her bed. What should her parents do to make sure she keeps on making her bed?

   a. reward her every time she makes her bed.

   b. give her a reward every now and them.

   c. give her a different reward every day.

   d. avoid rewarding her any more.

8. Every time four-year-old Johnny wants to go to his friend's house, he should let his mother know. Every so often his mother tells him she likes it when he lets her know. What is Johnny's mother doing?

   a. making Johnny depend on her too much.

   b. rewarding Johnny's good behavior.

   c. teaching Johnny a new behavior through rewards.

   d. forgetting to use rewards appropriately.

9. Ann's mother is trying to get her to leave the nursery school playground. Ann keeps on playing. Her mother says, "If you come now, we'll go buy some ice cream." Ann says, "Okay." What is her mother doing?

   a. rewarding Ann for being obedient.

   b. rewarding Ann for being disobedient.

   c. using rewards the right way.

   c. making sure Ann will obey her the next time.

10. Henry usually gets out of his chair before finishing his meal. Each time he gets up his mother tells him to get back in his seat. What is his mother doing?

   a. forgetting to use rewards to teach him.

   b. rewarding his misbehavior.

   c. making sure he will stay at the table.

   d. rewarding his good behavior.

THANK YOU FOR HELPING US IMPROVE OUR PARENTING MATERIALS.

Code:
________ Your month of birth ________ Site
________ Your day of birth
________ Numbers in your street address

FIELD TEST

PARENT SESSION REACTION FORM

Ways to Discipline Children - Session One

INSTRUCTIONS: WHAT DID YOU THINK OF THE SESSION NOW THAT IT IS OVER? PLEASE ANSWER EACH OF THE FOLLOWING QUESTIONS.

1. Did you enjoy this session? (Circle one number only)

Not at all	Not too much	Somewhat	Quite a bit	Very much
1	2	3	4	5

2. How much of the material presented was new to you? (Circle one number only)

None	Not very much	About half	Almost all	All
1	2	3	4	5

3. How useful do you feel the material in the session will be to you in the future? (Circle one number only)

Not useful at all	Not very useful	Somewhat useful	Very useful	Extremely useful
1	2	3	4	5

4. Which part of the session did you like the most? Put a 1 by the part you liked most, a 2 by the part you liked second-best, a 3 by the part you liked third-best, and so on.

____ Watching the film, "Rewards"
____ Discussing the film, "Rewards"
____ Rewards game
____ Group discussion of the game
____ Personal problem-solving in small groups
____ Group discussion of personal problem-solving
____ Flipchart presentation
____ Getting together with other parents

5. How difficult was the material presented in the session? (Circle one number only)

Not difficult at all	Not very difficult	Somewhat difficult	Very difficult	Extremely difficult
1	2	3	4	5

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Ways to Discipline Children
PARENT SESSION REACTION FORM
Session One

6. In which part of the session did you learn the most? Put a 1 by the part in which you learned the most, a 2 by the part in which you learned the second-most, and so on.

____ Watching the film, "Rewards"
____ Discussing the film, "Rewards"
____ Rewards game
____ Group discussion of the game
____ Personal problem-solving in small groups
____ Group discussion of personal problem-solving
____ Flipchart presentation
____ Getting together with other parents

7. Were there any difficulties for you with any of the following: (Circle yes or no and explain any "yes.") You may write in other problems if you had any.

				If "Yes," please explain
a.	Getting to the session	Yes	No	____________
b.	Child care	Yes	No	____________
c.	Room comfort	Yes	No	____________
d.	Media presentation(s)	Yes	No	____________
e.	Leader's knowledge of subject matter	Yes	No	____________
f.	Leader presentation(s)	Yes	No	____________
g.	Other participants	Yes	No	____________
h.	Information forms	Yes	No	____________
	Other ____________	Yes	No	____________

8. Would you come to another session on parenting skills?

____ Yes ____ Perhaps ____ No

9. Please write down any other comments you would like to share with us about our session and about our materials.

____

____

THANK YOU

________ Leader ________________ Site

________ Co-Leader ________________ Session

FIELD TEST

LEADER/CO-LEADER INFORMATION SHEET

Ways to Discipline Children

WE WOULD LIKE SOME INFORMATION ABOUT SESSION LEADERS AND CO-LEADERS. WOULD YOU PLEASE TAKE A FEW MINUTES BEFORE THE BEGINNING OF THE SESSION TO ANSWER THE FOLLOWING QUESTIONS? THANK YOU FOR YOUR HELP.

1. Will you lead (co-lead) all four sessions? ______ Yes ______ No

   If no, which ones will you lead (co-lead)? ____ 1 ____ 2 ____ 3 ____ 4

2. How were you recruited (selected) to be the leader (co-leader)? ________________

   ____

3. What is your sex? ______ Female ______ Male

4. What is your age? ________________________________

5. Are you a parent? ______ Yes ______ No

6. Do you currently have pre-school children living with you? ______ Yes ______ No

7. Are you: ______ Anglo ______ Black ______ Mexican American ______ Other (specify)

8. What was the last grade you completed?

   0 1 2 3 4 5 6 7 8 9 10 11 12 Some college

   A.A. B.A. Some graduate work M.A. Ph.D. Ed.D. M.D.

9. Do you work? ______ Yes ______ No

   If yes, where do you work, and what is your present job responsibility?

   ____

   ____

10. Have you ever taught before? ______ Yes ______ No

If yes, briefly describe your teaching experience. ______________________________

____

11. Have you ever led (helped lead) a training workshop before? ______ Yes ______ No

If yes, briefly describe your role in the workshop(s). ______________________________

____

12. Have you received any training in teaching (formal classes, special workshops, other experiences)? ______ Yes ______ No

If yes, briefly describe your training. ______________________________

____

13. How much experience (in years) do you have in the area of early childhood education/development or child care? ________ years

Briefly describe your experience(s). ______________________________

____

14. How much experience (in years) do you have in adult education? ______ years

Briefly describe your experience(s). ______________________________

____

15. How much experience (in years) have you had in working with low-income adults? ______ years

Briefly describe your experience(s). ______________________________

____

16. Will you receive any kind of remuneration for leading (co-leading) the session?

______ Yes ______ No

If yes, please specify. ______________________________

____

Code:

______________	Your month of birth	________________	Site
______________	Your day of birth	________________	Leader
______________	Numbers in your street address	________________	Co-Leader

FIELD TEST

LEADER/CO-LEADER PRE-SESSION

Ways to Discipline Children

Session One

INSTRUCTIONS: For each item below, read the question or statement, and then read all the possible answers.
Choose the answer you think best.
Circle the letter of your choice.
Circle only one answer for each question.

1. Mrs. Gonzalez wants to use rewards to teach her four-year-old daughter to be more orderly. What should she do first?

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   b. Give her the ice cream and not tell her anything.

   c. Tell her she is getting ice cream for sharing her toys.

   d. Tell her the next time she shares her toys she will get some ice cream.

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   a. every time he remembers to pick up his toys.

   b. when he starts playing so he will not forget.

   c. when he remembers and when he forgets.

   d. now and then when he remembers to pick up.

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4. Five-year-old Paul fights with his little brother over their tricycle. Their mother offers him some cookies if he stops fighting with his brother. What is his mother doing?

   a. making sure Paul behaves the next time.

   b. rewarding Paul for fighting with his little brother.

   c. teaching Paul a lesson in good behavior.

   d. helping Paul learn to control his temper.

5. In which of the following situations is the parent using a bribe?

   a. Johnny's father promises him a popsicle if he stops hitting his younger brother.

   b. Johnny's mother gives him a popsicle before going to church so he will behave during the service.

   c. Johnny's mother promises him a trip to the zoo if he picks up his room.

   d. Johnny sets the table every morning. Johnny's mother gives him a popsicle after school every day so he will help her again the next day.

6. Mr. and Mrs. Smith have visitors today. Their little boy starts misbehaving. The parents pay attention to him. What are the parents doing?

   a. rewarding the misbehavior.

   b. forgetting to use rewards.

   c. using rewards correctly.

   d. bribing him.

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   a. reward her every time she makes her bed.

   b. give her a reward every now and them.

   c. give her a different reward every day.

   d. avoid rewarding her any more.

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   a. making Johnny depend on her too much.

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   a. rewarding Ann for being obedient.

   b. rewarding Ann for being disobedient.

   c. using rewards the right way.

   c. making sure Ann will obey her the next time.

10. Henry usually gets out of his chair before finishing his meal. Each time he gets up his mother tells him to get back in his seat. What is his mother doing?

   a. forgetting to use rewards to teach him.

   b. rewarding his misbehavior.

   c. making sure he will stay at the table.

   d. rewarding his good behavior.

THANK YOU FOR HELPING US IMPROVE OUR PARENTING MATERIALS.

______ **Leader** ______________________ **Site**

______ **Co-Leader** ______________________ **Session**

FIELD TEST

LEADER/CO-LEADER SESSION REACTION FORM

Ways to Discipline Children - Session One

WE NEED YOUR HELP FOR A FEW MORE MINUTES IN EVALUATING YOUR OWN SESSION AND THE SESSION PLAN FOR THIS SESSION. THE QUESTIONS BELOW HAVE 2 PARTS; ONE ON THE SESSION ITSELF; THE SECOND ON THE SESSION PLAN. PLEASE FEEL FREE TO WRITE IN ANY OTHER COMMENTS YOU MIGHT HAVE ALONG THE WAY. AGAIN, THANK YOU.

Part 1

1. Where was your session held? ____

2. Did you have child care available for your parents? ______ Yes ______ No

   If yes, was the child care in the same room as the session? ______ Yes ______ No

3. How long did your session last? ____________ hours ____________ minutes

4. Was this time adequate to present the material in the session plan?

   ________ Too long ________ Just right ________ Not long enough

   How much more (less) time would be needed? ____________________ (minutes)

   Why was the time inadequate? ____

   ____

5. How long did the parents spend filling out the information forms? (minutes)

   ___________ PARENT BOOKLET ___________ PARENT POST-SESSION (give one only if yo can't separ two forms)

   ___________ PARENT PRE-SESSION ___________ PARENT REACTION FORM

6. In your opinion, how familiar were most of the parents with the material in the session before they came to the session? (Circle one answer only)

Knew hardly any of it	Knew a little bit of it	Knew some of it	Knew most of it	Knew all of it
1	2	3	4	5

Ways to Discipline Children
LEADER/CO-LEADER SESSION REACTION FORM
Session One

7. In your opinion, for the majority of the parents at your session, was the amount of information presented adequate? (Circle one answer only)

Too little	Not quite enough	About right	A little too much	Too much
1	2	3	4	5

8. In your opinion, how difficult was the material presented for most of the parents present at your session? (Circle one answer only)

Not difficult at all	A little bit difficult	Moderately difficult	Very difficult	Extremely difficult
1	2	3	4	5

9. How extensively did you deviate from the session plan? (Circle one answer only)

Not at all	A little bit	Somewhat	Quite a bit	A great deal
1	2	3	4	5

Please explain what you added to (deleted from) the session and why.

____

____

____

10. In your opinion, did the content of the session relate to the needs of most of your parents?

________ Yes ________ Somewhat ________ No ________ Can't tell

Please explain ________________________________

____

11. Did you have any problems using the media? ______ Yes ______ No

If yes, please explain ________________________________

____

Ways to Discipline Children
LEADER/CO-LEADER SESSION REACTION FORM
Session One

12. In your opinion, which of the following activities interested the parents at your session the most?

____ Watching the film, "Rewards"
____ Discussing the film, "Rewards"
____ Rewards game
____ Group discussion of the game
____ Personal problem-solving in small groups
____ Group discussion of personal problem-solving
____ Flipchart presentation
____ Getting together with other parents

13. In your opinion, during which of the following activities in your session did the parents learn the most?

____ Watching the film, "Rewards"
____ Discussing the film, "Rewards"
____ Rewards game
____ Group discussion of the game
____ Personal problem-solving in small groups
____ Group discussion of personal problem-solving
____ Flipchart presentation
____ Getting together with other parents

14. Do any parts of the session need revision? (You may circle more than one letter.)

a. Watching the film, "Rewards"
b. Discussing the film, "Rewards"
c. Rewards game
d. Group discussion of the game
e. Personal problem-solving in small groups
f. Group discussion of personal problem-solving
g. Flipchart presentation
h. Getting together with other parents

If yes, please explain briefly why and how. ______________________________

____

____

Ways to Discipline Children
LEADER/CO-LEADER SESSION REACTION FORM
Session One

15. Did anything presented in the session appear controversial to the parents?

_____ Yes _____ No If yes, please explain ______________________________

____

16. Please check who did the following activities. (If both leader and co-leader did an activity, check both leader and co-leader columns.)

Leader	Co-Leader	Not done	
_____	_____	_____	Recruited parents
_____	_____	_____	Arranged room
_____	_____	_____	Arranged transportation
_____	_____	_____	Arranged child care
_____	_____	_____	Arranged refreshments
_____	_____	_____	Read session plan
_____	_____	_____	Read Leader's Manual
_____	_____	_____	Got and set up media
_____	_____	_____	Took care of children
_____	_____	_____	Greeted parents
_____	_____	_____	Gave session introduction
_____	_____	_____	Explained evaluation forms
_____	_____	_____	Assisted late-comers
_____	_____	_____	Ran media
_____	_____	_____	Presented new information
_____	_____	_____	Asked discussion questions
_____	_____	_____	Answered parent questions
_____	_____	_____	Explained game/cards
_____	_____	_____	Played game/cards
_____	_____	_____	Reviewed material presented
_____	_____	_____	Led small group discussion
_____	_____	_____	Wrote down observations during session
_____	_____	_____	Other (Describe: ______________________________ ______________________________

17. In your own words, what was the most difficult aspect of leading the session for you?

____

____

18. Do you have any additional comments (problems, suggestions) you would like to share about your session?

____

____

____

____

Ways to Discipline Children
LEADER/CO-LEADER SESSION REACTION FORM
Session One

Part 2

19. How much time did you spend preparing for the session? ______________ total
(Give an estimate in minutes or hours as appropriate)

a. Reading the leader's manual ____________________
b. Reading the session plan ____________________
c. Practicing the session ____________________
d. Meeting with co-leader (leader) ______________
e. Recruiting parents (including arranging transportation) ________________
f. Arranging for room, media, refreshments, child care, etc. ______________
g. Working with SEDL ____________________________
h. Other ____

20. Did you have any problems with any of the following? (Please check)

	No	Yes	If yes, please explain
a. Recruiting parents			
b. Obtaining room facilities			
c. Arranging child care			
d. Arranging for equipment			
e. Understanding leader's manual			
f. Understanding session plan			
g. Parent information forms			
h. Leader/Co-Leader information forms			
i. Other			

21. Did you need/want anything else for your session that you did not have?

a. More time to prepare
b. More media
c. More background information on the session content
d. More session content
e. More examples
f. Additional questions to stimulate discussion
g. More exercises/games
h. More support from my center's staff
i. More help from SEDL
j. Other

(You may circle more than one answer.)

Ways to Discipline Children
LEADER/CO-LEADER SESSION REACTION FORM
Session One

22. Were the instructions in the session plan clear? (Circle one answer only)

Consistently unclear	Often unclear	Occasionally unclear	Clear	Very clear
1	2	3	4	5

23. Was there enough content material in the session plan for you to prepare for the session? (Circle one answer only)

Needed substantially more material	Not quite enough	Sufficient	More than enough	Too much
1	2	3	4	5

24. Were the terms used in the session plan clearly defined? (Circle one answer only)

Consistently unclear	Often unclear	Occasionally unclear	Most always clear	Always clear
1	2	3	4	5

25. Were the concepts used in the session plan adequately explained? (Circle one answer only)

Inadequately explained	Not quite enough explanation	Adequate	More than adequate	Explained too much
1	2	3	4	5

26. Were there sufficient examples in the session plan to illustrate the materials presented? (Circle one answer only)

Insufficient	Not quite enough	Sufficient	More than sufficient	Used too many
1	2	3	4	5

27. Were there sufficient questions/discussion points in the session plan suggested for use with parents? (Circle one answer only)

Insufficient	Not quite enough	Sufficient	More than sufficient	Used too many
1	2	3	4	5

28. Do you have any other comments on our materials for this session that you would like us to know?

____

____

____

____

____

THANK YOU

Code:

El mes en que nació usted
Your Month of Birth ____________________

Site______________

Session___________

El día en que nació usted
Your Day of Birth ____________________

Los números en su domicilio
Numbers in Your Street Address _______________

PARENT BOOKLET

ESTIMADO PADRE: LA INFORMACION QUE USTED NOS DE SOBRE USTED Y SU FAMILIA, NOS AYUDARA A MEJORAR NUESTROS MATERIALES: ¿PODRIA CONTESTAR LAS PREGUNTAS EN LAS SIGUIENTES PAGINAS? NO NECESITAMOS SU NOMBRE: GRACIAS POR AYUDAR A NUESTRO PROGRAMA.

DEAR PARENT: WE NEED TO FIND OUT ABOUT YOU AND YOUR FAMILY. THIS WILL HELP US MAKE OUR MATERIALS BETTER. PLEASE ANSWER THE QUESTIONS ON THE FOLLOWING PAGES. WE DO NOT NEED YOUR NAME. THANK YOU FOR HELPING OUR PROGRAM.

© 1977, by Southwest Educational
Development Corporation
Early Childhood Program
Field Test Version

1. *¿Es usted hombre ____ Mujer ____?*

Are you male ____ Female _____?

2. *¿Cuántos años tiene? (marque uno)*

How old are you? (Check one)

16-20 _____

21-25 _____

26-30 _____

31-35 _____

36-40 _____

41-45 _____

46-over _____

3. *¿Cuántas personas viven en su casa?* ____________________

How many people live in your household? ___________________

4. *¿Cuántos niños hay en su casa?* ____________________

How many children are there in your household? ____________

5. *¿Cuáles son las edades de sus hijos?* _____ _____ _____ _____ _____ _____

What are there ages? _____ _____ _____ _____ _____ _____ _____

6. What is your relationship to these children? (Check one)	6. *¿Qué es usted de estos niños? (marque uno)*
Parent (or Stepparent) _____	*Padre/Madre (o Padrastro/Madrastra)* __
Grandparent _____	*Abuelo(a)* _____
Aunt or Uncle _____	*Tío(a)* _____
Cousin _____	*Primo(a)* _____
Brother or Sister _____	*Hermano(a)* _____
Other ______________	*Otro* ________________

7. *¿Cuántos otros adultos viven en su casa?* ________

How many other adults live in your household? ________

8. *¿Trabaja usted fuera de casa? Sí* ____ *No* ____

Do you work? Yes _____ No _____

¿Trabaja tiempo completo ____ *o parte del tiempo* ____*?*

If yes, fulltime _____ or parttime ______?

9. *¿Cuántas otras personas contribuyen al ingreso de la familia?* ________

How many other people in your household contribute to your family income? _________

10. *¿Cuál es la ganancia de su familia por año? (marque uno)*

What is your family income per year? (Check one)

Menos de/
Less than $2,800 _____
$2,801 - 3,700 _____
3,701 - 4,600 _____
4,601 - 5,500 _____
5,501 - 6,400 _____

$6,401 - 7,300 _____
7,301 - 8,000 _____
8,001 - 9,000 _____
9,001 - 10,000 _____
Más de/
More than 10,000 ____

11. *¿Es usted--*

Negro _____
Mexico-Americano _____
Anglo-Americano _____
Otro ________________?

Are you--

Black _____
Mexican American _____
Anglo _____
Other ________________?

12. *¿Es usted--* Are you--

Casado(a) _____	Married _____
Soltero(a) _____	Single _____
Separado(a) o Divorciado(a) _____	Separated or Divorced ________
Viudo(a) _____	Widowed _____

13. *En general, ¿qué idioma habla usted en la casa?*

What language do you usually speak at home?

Español/Spanish _____

Inglés/English ______

Inglés & Español/
English & Spanish _____

14. *¿Cuál fué el último grado en la escuela que acabó usted? (marque uno)*

What is the highest grade you have completed in school? (Circle one)

1 2 3 4 5 6 7 8 9 10 11 12

15. *¿Ha estudiado algo más?*

Have you had any other schooling?

Business College __________

Trade School ______________

College or University _____

Other (explain) ___________

16. *¿Cuántos cursos ha tomado?*

If yes, how many courses have you taken?

Less than 4 ____

More than 4 ______

Completed A. A. ______

Completed B. A. or higher ______

¿Ha asistido usted antes a una sesión o junta en que den información sobre cómo criar a los hijos? Sí _____ No _____

17.

Have you ever gone to a workshop or training session before to learn about parenting skills? Yes _____ No _____

¿Ha visto usted un programa de televisión (o escuchado un programa de radio) en que den información sobre cómo criar a los hijos? Sí ____ No ____

18.

Have you ever watched a TV (or heard a radio) program about parenting skills? Yes _____ No _____

¿Ha leído usted libros o revistas sobre cómo criar a los hijos? Sí ____ No ____

19.

Have you ever read any materials about parenting skills? Yes _____ No _____

¿Por qué decidió venir usted a esta junta?

20.

Why did you come to the workshop?

FOLLOW-UP STUDY

Summary of Leader Session Reaction Forms
Telephone Interview Schedule
Level of Use Rating Sheet
Measures of Leader Skills
Record of Material Usage

TE ________ SU RY EAD

DIMENSION	SESSION	INFORMATION	EXPLANATION
I. SESSION			
1. Duration	1		
	2		
	3		
	4		
2. Child care	1		
	2		
	3		
	4		
3. Atmosphere	1		
	2		
	3		
	4		
4. Media	1		
	2		
	3		
	4		
II. MATERIALS			
1. Completeness	1		
	2		
	3		
	4		
2. Sequencing	1		
	2		
	3		
	4		
3. Time Allotment	1		
	2		
	3		
	4		
4. Information form	1		
	2		
	3		
	4		
5. Language level	1		
	2		
	3		
	4		
6. Language used	1		
	2		
	3		
	4		
7. Contingency			

DIMENSION	SESSION	INFORMATION	EXPLANATION
III. LEADER			
1. Knowledge	1		
	2		
	3		
	4		
2. Commitment	1		
	2		
	3		
	4		
3. Skill	1		
	2		
	3		
	4		
IV. PARENTS			
1. Number	1		
	2		
	3		
	4		
2. Personal Involvement	1		
	2		
	3		
	4		
V. GROUP MECHANISMS			
1. Interactions	1		
	2		
	3		
	4		
VI. CO-LEADER			
	1		
	2		
	3		
	4		
PROBLEMS/COMMENTS	1		
	2		
	3		
	4		

TELEPHONE INTERVIEW SCHEDULE

1. Please describe for me how you use the package.

   PROBE: What were the sessions like?

   What did you do when you taught the sessions?

2. Describe what you see as the strengths and weaknesses of the package.

3. Did you do anything different from what was suggested in the manual?

   PROBE: how the session was run
   materials used in session
   order of presentation
   duration of activities

4. What did you do to make the language appropriate for your group?

   (translation, two languages)

5. Describe how the way you presented the session varied from sesstion to session.

   PROBE: Did you ever vary your approach or teaching style during or between sessions?

6. Tell me about the atmosphere in your sessions.

7. What did you do in preparation for the sessions?

   (knowledge or with content and procedures)

8. Were there any ideas in the materials that you personally disagreed with?

   (commitment)

9. What did you do to get the parents to talk in your sessions?

   (skill as facilitator)

10. Could you give some examples of how you used the information (experiences/problems) that parents shared?

    (skill as facilitator)

11. How did the parents show their interest, or lack of interest?

(degree of personal involvement)

12. Can you tell me more about the interaction in the group?

(group mechanisms)

13. What sort of plans do you have for future use of the package?

(levels of use)

14. What changes do you plan to make?

(levels of use)

LEVEL OF USE RATING SHEET

Tape #:
Date: / /
Site:
I.D. #:
Interviewer:
Rater:

Level	Knowledge	Acquiring Information	Sharing	Assessing	Planning	Status Reporting	Performing	Overall LoU
Non-Use D.P. A	0	0	0	0	0	0	0	0
Orientation D.P. B	I	I	I	I	I	I	I	I
Preparation D.P. C	II	II	II	II	II	II	II	II
Mechanical Use D.P. D-1	III	III	III	III	III	III	III	III
Routine D.P. D-2	IVA	IVA	IVA	IVA	IVA	IVA	IVA	IVA
Refinement D.P. E	IVB	IVB	IVB	IVB	IVB	IVB	IVB	IVB
Integration D.P. F	V	V	V	V	V	V	V	V
Renewal	VI	VI	VI	VI	VI	VI	VI	VI
User is not doing:	ND	ND	ND	ND	ND	ND	ND	ND
No information in interview:	NI	NI	NI	NI	NI	NI	NI	NI

Past User ____ Estimated past LoU ____

The amount of information in the interview was:	insufficient for rating	1	2	3	4	5	6	7	very adequate for rating
The interviewee:	does not fit on the chart	1	2	3	4	5	6	7	fits well on the chart
The interviewee:	was very difficult to interview	1	2	3	4	5	6	7	was no problem to interview

Measures of Leader Skills

1. Familiarity with materials
    - (a) adequacy of prep time as reported on Leader Session Reaction Form
    - (b) self-report of type of preparation (substantive vs. mechanical)
    - (c) use/nonuse of manual during session
    - (d) reference to content in interview
    - (e) reference to importance of techniques for problem-solving
    - (f) parent forms
2. Commitment
    - (a) expression of support materials/subject matter
    - (b) expression of parent need for subject matter
    - (c) amount of effort expended to conduct session
    - (d) involvement of other staff
3. Rapport
    - (a) attitude toward participants
    - (b) sensitivity to participant level of education, background, etc.
    - (c) self-report on degree of difficulty/ease/comfortableness in communicating with parents
    - (d) parent forms
4. Skills
    - (a) language ability (Package II only)
    - (b) expressed desire for more materials to fill up time
    - (c) techniques for:
        - involving parents in discussion
        - dealing with big talkers
        - relating discussion to content
    - (d) level of involvement in discussion (active vs. passive)

Steps to Follow in Rating Leader Skills

1. Go back to original transcript of interview. Look for behavioral instances of the above measures. Write down these examples on the rating sheet. Record each separate instance on the rating sheet using a plus or minus.

2. For each of the four categories, make a total rating. If there is one or more minus within the category the overall rating for the category is minus. If there is no minus and there is one or more plus, the overall rating is plus. If there is no information, the rating is neutral, or xero.

PACKAGE ____________________

SITE ____________________

LEADER ____________________

Record of Material Usage

	Examples	Type of Change				Magnitude of change M=major m=minor	Appropriateness of change A=appropriate I=inappropriate
		revisions	completeness	sequencing	additions		
1. content							
2. media							
3. discussion							
4. application							

Appendix E

OTHER SIGNIFICANT EFFORTS

Coordinated Effort
Dissemination

COORDINATED EFFORT

- Letter of Understanding
- PMI Agreement
- TV Spot Agreement
- MMTP Agreement
- Questionnaire

Southwest Educational Development Laboratory
211 East 7th Street, Austin, Texas 78701

512/476-6861

September 6, 1977

Mrs. Joanne Gilles
Specialist/ULRC Director
Utah Learning Resource Center
4984 South 300, West
Murray, Utah 84107

Dear Mrs. Gilles:

Thank you for your interest and consideration in agreeing to implement the Coordinated Effort for our TV Spots, Parenting Materials Information Center Replication, and the Multimedia Training Package, "Ways to Discipline Children." As I now understand it, these are the conditions and arrangements necessary to carry out the Coordinated Effort:

a. We shall provide you with Broadcast Tapes of the TV Spots and Booklets, a replication of the Parenting Materials Information Center and one (1) field test version of our parent training package, "Ways to Discipline Children."

b. At the end of the implementation of the Coordinated Effort, October 28, 1977, all of the products (except the booklets) should be returned to the Early Childhood Program with the site having the option of purchasing any one of the products.

c. We shall provide guidelines, time schedules and pertinent information concerning the Coordinated Effort by correspondence and via telephone, when needed. Mrs. Cora Briggs of the Early Childhood staff will coordinate this effort.

d. The Coordinated Effort will occur for two months, beginning September 1, 1977 and ending October 28, 1977.

e. We will provide training for your staff and arrange for the installation of the PMIC Replication Model between September 12 and September 30.

Enclosed you will find contracts for each of the products that should be signed and returned to us as soon as possible.

If there is any additional information or clarification needed, do not hesitate to contact me.

Sincerely,

David L. Williams Jr

David L. Williams, Jr. (Dr.)
Director, Early Childhood Program

Enclosures

COORDINATED EFFORT: PMI AGREEMENT

The Parenting Materials Information Center of the Southwest Educational Development Laboratory, whose address is 211 East 7th Street, Austin, Texas 78701, hereinafter referred to as Laboratory, and Utah Learning Resource Center whose address is 4984 South 300 West, Murray, Utah 84107, hereinafter referred to as the Center, have agreed to establish a cooperative relationship for the purpose of pilot testing the Laboratory's Parenting Materials Information Center (hereinafter referred to as PMIC) Model. This agreement specifies the products to be tested and the services and materials each party is to provide, the duration of the relationship, and the disposition of the test materials on termination.

Period of Performance

The parties hereto stipulate and agree that this instrument constitutes the entire agreement, that verbal changes shall not be recognized as binding, and the services to be performed under this agreement are to commence on or before August 15, 1977, and are to be completed on or before October 31, 1977.

Responsibilities of the Laboratory

1. Equipment - Laboratory will furnish the Center a "PMIC Replication Package" consisting of:
    a. set of approximately 185 predrilled, color-coded plastic descriptor cards
    b. back-lighted stand and reader for interpreting the cards
    c. metal card holder
    d. set of approximately 1550 bound Information Sheets

    e. five copies of the PMIC User's Handbook
    f. one copy of Parenting in 1976: A Listing from PMIC or its equivalent computer printout
    g. set of original Evaluation Forms and Record Keeping Forms.

2. Service/Consultation - the Laboratory will provide the Center the following services:
    a. continuous consultation and technical assistance
    b. at least two training/consultation sessions will be held; one at installation and one for debriefing which will be held at the Center or over the telephone
    c. telephone consultation will be borne by the party initiating the call(s)

Responsibilities of the Center

1. The Center will provide suitable space and furniture (table and chair) to set up the PMIC Model.
2. The Center will assign the role of supervisor to one or more of its staff members. The supervisor will have the primary responsibility for the PMIC Model and will be the contact with the Laboratory. The main function of the supervisor will be to provide assistance to users of the system. In addition, the supervisor will be in charge of collecting information from users and keeping minimal records on frequency and volume of use.
3. The Center will distribute the Evaluation Forms and keep the completed forms for analysis by the PMIC.
4. The Center will be responsible for promoting the use of the PMIC Model among its own personnel and clientele by the use of brochures and other activities to be worked out by mutal agreement. The overall goal is to achieve maximum usage of the PMIC Model.

Disposition of Equipment and Materials

At the end of the performance period of this agreement, October 31, 1977, the Center will return the equipment and materials to the Laboratory. The Center will not be held responsible for materials lost, damaged, or stolen.

The Center agrees that title to materials delivered or produced under this Agreement shall be in or under the control of the Laboratory, except the Center shall have the right to use or make reference to said materials delivered or produced under this Agreement in its own work. The Center further agrees not to establish any claim to statutory copyright nor to assert any right at common law or equity in the materials produced under this Agreement. The term "materials" as used herein means writings, sound recordings, films, and other graphic representations, computer programs, and work of similar nature produced or specified to be delivered under this Agreement.

Termination of Agreement

This Agreement may be terminated by either party upon thirty (30) days prior notice of termination.

Notices and Correspondence

Correspondence pertaining to this Agreement shall be made in writing and delivered to the following:

Dr. David Williams
Director, Early Childhood Program
Southwest Educational Development Laboratory
211 East Seventh Street
Austin, TX 78701

Equal Employment

There is hereby incorporated by reference the same as if specifically written herein, all rules, regulations and all other regulations pertaining to equal employment, including but not limited to compliance of the Civil Rights Act of 1964, and the rules and regulations pertaining to the employment of the handicapped.

IN WITNESS WHEREOF, the Laboratory and the Center have agreed to enter into this agreement on ________________________________, 1977.

SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY	UTAH LEARNING RESOURCE CENTER
By________________________________ James H. Perry Executive Director	By____________________________

COORDINATED EFFORT: TV SPOTS AGREEMENT

Project: On-site utilization of SEDL-developed Television Public Service Announcements and Dissemination of Supportive Printed Materials as part of the Early Childhood Program Coordinated Effort

Period: September 1, 1977 - October 28, 1977

Statute: P.L. 92-318 and 41 U.S.C. 252 (c) (15)

This agreement is entered into on the ______ day of ________________, 1977 between the

UTAH LEARNING RESOURCE CENTER
4984 SOUTH 300, WEST
MURRAY, UTAH 84107

hereinafter called the Agency, and the

Southwest Educational Development Laboratory
211 East 7th Street
Austin, Texas 78701

hereinafter called the Laboratory.

WHEREAS, the Early Childhood Division of the Laboratory, a non-profit educational Laboratory located in Austin, Texas, is currently developing, producing, and researching the effectiveness of "POSITIVE PARENT," a series of television spots and booklets on selected parenting topics; and

WHEREAS, the Laboratory has developed and produced a series of new 30-second versions of its public service announcements (PSA's) and supportive print materials for low income parents of young children and now desires to cooperate with sponsoring agencies in researching the effectiveness of certain of these materials in coordination with other Early Childhood Program product strategies,

NOW THEREFORE, the Agency and the Laboratory agree as follows:

Period of Performance:

The work called for in this agreement is to be performed during the period September 1, 1977 through October 28, 1977.

The Laboratory shall:

A. Orient a representative of the Agency in the preferred implementation of on-site broadcast utilization of selected Public Service Announcements.

B. Prepare the Public Service Announcements in such a manner that the Agency is cited as local broadcast sponsor, and provide sufficient copies of the television and printed materials needed for on-site implementation and dissemination activities. All videotape and excess printed materials are to be returned to the Laboratory before termination of the agreement.

C. Provide the necessary instruments for the Laboratory to obtain "feedback" concerning print materials dissemination, the Coordinated Effort research design, and the Agency-Laboratory liaison experience.

D. Provide the Agency a copy of the research results on termination of the agreement.

The Agency shall:

A. Designate a representative who will represent the Agency in all matters pertaining to the POSITIVE PARENT Coordinated Effort research activities. Such representative shall be responsible for contacting local television stations, implementing the PSA's broadcast schedule, collecting dissemination data on the print materials, and generally implementing the POSITIVE PARENT portion of the Early Childhood Program Coordinated Effort.

B. Agree that it will not reproduce or establish any claim to statutory copyright or assert any right at common law or equity in any of the POSITIVE PARENT materials provided the Agency while performing the work described herein.

Release of Information:

All prepared releases of information to the news media and to periodicals regarding the evaluation of the Laboratory's materials and activities shall receive the prior written approval of the Laboratory and the Agency.

Termination:

The Laboratory and the Agency each reserves the right to terminate its commitments hereunder upon thirty (30) days prior written notice of such termination.

Education and Privacy Rights:

The Agency and the Laboratory both agree to comply with the applicable regulations and requirements of Title IV, Public Law 90-247 (20 U.S.C., Par. 1232 g & H) regarding family educational and privacy rights in connection with the proposed data gathering instrument.

In witness whereof, the parties hereto have executed this agreement on this

_____ day of ____________________________, 1977.

For the

For the

SOUTHWEST EDUCATIONAL DEVELOPMENT
LABORATORY

By ________________________________

By ________________________________
James H. Perry
Executive Director

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II

COORDINATED EFFORT: MMTP AGREEMENT

FOR FIELD TESTING PARENT MODULE "WAYS TO DISCIPLINE CHILDREN." THIS AGREEMENT is entered into on the ________ day of ____________________, 1977 between

UTAH LEARNING RESOURCE CENTER
4984 SOUTH 300, WEST
MURRAY, UTAH 84107

herinafter called the Agency, and

SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY
211 East Seventh Street
Austin, Texas 78701

herinafter called the Laboratory.

The Laboratory shall:

A. Provide the materials for field testing.

B. Provide whatever instruments are needed to obtain evaluation information for the Laboratory concerning the adequacy of the activities, their format, arrangement, usefulness, etc.

C. Reimburse the Agency for postage expense incurred in returning test materials to the Laboratory.

The Agency shall:

A. Install the Module according to the Laboratory's suggested procedures, completing all sessions on or before October 28, 1977.

B. Have the option for returning the complete package after the testing has been completed or purchasing the package at a cost of $100.00.

C. Forward to the Laboratory evaluation instruments concerning the project after each session has been conducted, and forwarding the evaluation instruments of the last session on or before and not later than October 28.

Direct these to Judy Melvin, SEDL, 211 East 7th Street, Austin, Texas 78701.

D. The Agency further agrees that it will not establish any claim to statutory copyright or assert any right at common law or equity in any of the materials tested while performing the work described herein.

Period of Performance:

The work called for in this agreement is to be performed during the period from October 3, 1977 through October 28, 1977.

IN WITNESS WHEREOF, the parties hereto have executed this agreement, on this ______ day of ______________, 1977.

SOUTHWEST EDUCATIONAL
DEVELOPMENT LABORATORY

By____________________________

By____________________________
James H. Perry
Executive Director

DATE ______________________

SITE ______________________

QUESTIONNAIRE

THREE STRATEGY PARENTING COORDINATED EFFORT
EARLY CHILDHOOD PROGRAM (ECP)
SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY (SEDL)
AUSTIN, TEXAS

INTRODUCTORY INFORMATION

1. In the space below, please (1) list the major program/project activities of your agency, (2) briefly describe the main function/purpose of each and (3) indicate the different clients each serves. Where possible please indicate particulars about clients i.e., parents, ethnicity, low SES, etc.

Activity	Purpose	Clients served

2. Please state what were the 3 main reasons why your agency agreed to participate in the ECP/SEDL effort?

   a. ______________________

   b. ______________________

   c. ______________________

3. What additional support, if any, would you have liked from ECP/SEDL other than the provision of actual materials and the one site visit of ECP/SEDL staff? Please be specific.

____

____

____

____

4. Please state the problems you encountered in actually implementing the ECP/SEDL coordinated effort and describe your efforts to solve these problems.

PART I - POSITIVE PARENT TV SPOTS

A. General Information

1. Please give name and role in agency of person who has major responsibility for coordinating the TV Spot and Booklet activities.

   ____

2. Please indicate approximately how much time each week the above named person spends on the TV Spot and Booklet activities.

   ____

3. Do any other of your staff members spend time on TV Spot and Booklet activities?

   Yes*_____ No_____

   *If yes, please indicate who the person(s) is and approximately how much time is spent weekly with this activity.

Staff Person	Amount of time weekly

B. Strategy Implementation

1. Please describe the problems your agency may have encountered in the following areas:

Area	Description of problem	Solution to problem
a. Agency staffing to coordinate TV Spot & Booklet activities		

(continued)

Area	Description of problem	Solution to problem
b. TV station cooperation		
c. Booklet dissemination to clients		
d. Support provided by ECP/SEDL to agency		
d. Other		

2. Please describe how and to what extent the TV Spots and Booklet activities were integrated with your agency's PMI and multimedia training package activities.

   a. integration of TV Spots and PMI activities

   b. integration of TV Spots and multimedia training package activitie

   c. integration of all three

3. During what dates were the spots scheduled for broadcast?

____

4. How many audience requests for booklets has your agency received since the beginning of the TV Spot airings?

____

5. Did any persons react to the TV Spots by requesting information and/or services other than the booklet? Yes____ No____

   a. If yes, approximately how many? ____________

   b. If yes, for what types of information/services?

   ____

6. Were the number of audience responses to the spots during the three weeks beginning with the spot airings and continuing one week past the cut-off date:

   less than you expected? ______

   about what you expected? ______ (Check one only)

   more than you expected? ______

   If more or less than expected, please explain why you received more/less responses than you expected.

   ____

   ____

7. Are respondents to the TV Spots also informed of:

   a. the PMI? Yes____ No____
   b. the training package sessions? Yes____ No____
   c. additional agency services? Yes____ No____

8. Have you used the booklets in any manner other than in response to the TV Spots? Yes ____ No____ If yes, please describe how.

   ____

   ____

   ____

9. **What benefit, intended or unintended, has your agency received from use of the TV Spots and Booklets?**

10. **Please describe any plans you may have for future use of the TV Spots and Booklets.**

PART II - PARENTING TRAINING PACKAGE SESSIONS

1. Please describe the purposes for which the training sessions are conducted in your agency.

____

____

____

2. How were parents recruited for your training sessions? (Please send copies of any publicity used.)

____

____

____

3. Did any of the participants in the training sessions hear of the training sessions through the PMI? Yes____ No____
   through the TV Spots? Yes____ No____

   List other ways the parents heard about the training sessions.

____

____

4. Briefly describe the parents who attended your training sessions. (Comment on income, education, attitudes toward parenting, etc.)

____

____

5. Were parents in the training workshops told about the PMI? Yes____ No____
   Were they shown how to use it? Yes____ No____

6. Please describe your plans, if any, for future use of the parent training materials.

____

____

____

____

PART III - PARENTING MATERIALS INDEX

1. Describe the purposes for which the PMI is currently being used.

____

____

2. Describe your intended users.

____

____

____

3. PMI Introduction activities

   a. How many sessions were held to introduce the PMI? __________
   b. How many people attended these sessions? __________

   c. What types of people attended them (e.g. parents, teachers) and what percentage of all persons introduced to the PMI did each type represent?

Type	Percentage

4. Who is responsible for assisting users with PMI? (Give role of person in your agency.)

____

   a. How many hours a week does this person spend in PMI-related activities?

   __________ hours

   b. Do any other staff members devote time to PMI activities? Yes____ No____
   If yes, who and how much time?

   ____

   ____

5. In the space below, please (1) check the kinds of publicity used for the PMI, (2) indicate the intended audience for each type of publicity, and (3) check whether or not the intended audience was told about TV Spots and training sessions.

				Audience told about			
	Did you use?			TV Spots		Training sessions	
Kind of publicity	Yes	No	Intended audience for publicity	Yes	No	Yes	No
Brochures/posters							
Letters							
Newspaper articles							
Other							

6. Briefly describe the location where the PMI is set up.

a. What other activities take place at this location?

b. Is there any tie-in between the PMI and the other activities held at the location? Yes____ No____ If yes, please explain.

c. Are PMI users told about TV Spots and parent training sessions? Yes____ No____ If yes, please explain how.

7. Describe any problems you have had with the following. Please comment on your solution to these problems.

Area	Problem		Problem solution
	Yes	No	
Staffing of PMI			
User's handbook			
PMI search form			
Dictionary/ Operator's manual			
Information sheets			
Backlighted stand			
Plastic cards			

7A. According to your records, how many people have used the PMI? __________

7B. Describe the types of people who have used the PMI.

____

____

____

7C. What has been the reaction, in general, to the PMI by users?

____

____

8. Do you have any parenting materials available at your agency? Yes____ No____
If yes, briefly describe their number and type.

____

____

____

____

____

9. Has your agency purchased any parenting materials as a result of using the PMI? Yes____ No____ If so, what materials?

10. In what ways, intended or unintended, has the PMI benefitted your agency and/or clients?

DISSEMINATION

ECP Overview Script
MMTP flyers
Publisher's Mailing List
Sample RFP

EARLY CHILDHOOD OVERVIEW

NARRATOR

NARRATOR:

Success and failure.

We know what the words mean when we talk about who won a football game.

And we know that some political candidates succeed--while others fail.

But if we are talking about being an effective parent, what do the words success and failure mean?

We all know people who talk about their children's success: their good grades, their athletic abilities, their new jobs after finishing school.

Many times, the things children do or become are taken as proof of a job well done. The parents have been effective parents.

And parenting failures?

We are aware of the more extreme results of ineffective parenting. . .

Somewhere--between the cum laude graduate and the dropout--lie the achievements of most children. But the numerical rise, and the continued prevalence, of children with problems has led many to become concerned about what people can do to become more effective parents.

Two studies by the Southwest Educational Development Laboratory have shown that the concern with effective parenting is widespread.

Needs Assessments conducted by the Laboratory have even shown specific topics where parents feel they need help.

In particular, parents from low socio-economic groups may have more problems which affect their daily lives--and less access to information to help solve these problems.

Additional parenting knowledge and

skills can help parents with their individual problems.

The Early Childhood Program of the Southwest Educational Development Laboratory is working to improve parenting knowledge and skills of those who deal with preschool children--particularly those Black, Chicanos, and Whites from low-socio-economic groups.

The Early Childhood program has taken 3 approaches--each approach aimed at a specific result. Information. Training. Awareness. Each of these three words stands for the central goal of one of the three units of work.

Work Unit One--The Parenting Materials Information Center--provides parents with information about materials or programs that can help them to become more effective parents.

Work Unit Two--Multimedia Training Packages for Parents--provides training which helps parents increase their knowledge and skills.

Work Unit Three--Television Public Service Announcements--helps parents become aware of effective child-rearing principles and practices.

As each of the work units develop parenting products or materials, they are carried through a six-stage process. This process includes additional revision cycles if needed.

Work Unit One--the Parenting Materials Information Center--arose out of the need for a systematic way to analyze and list available parenting materials. These are materials that State Agencies, Federal programs, and others have developed to meet parenting needs. However, most parents have not been able to get to these materials. The general public has been largely unaware of the many materials which exist--materials which range from a single page pamphlet to a comprehensive program.

To meet this need, the PMIC has selected a variety of materials. They have analyzed the materials according to a set of terms they have developed. These terms describe the general characteristics of the materials analyzed. Upon request, a concise description of a particular material, or a list of materials with particular characteristics can be provided to any interested person.

The PMIC today is continuing its efforts: acquiring and analyzing new materials, as well as attempting to catalogue materials by their portrayal of sex roles and ethnic groups.
Models of the PMIC will also be set up at sites where the effectiveness of the PMIC can be tested with parents and others. Additional new activities will explore ways of further informing the public about the PMIC--what it is, and how to use it.

Work Unit Two--Multimedia Training Packages--consists of materials to be used in training parents. Each package concentrates on a specific topic. A session leader and 15 participants go through 4 to 6 sessions for each topic. The content is conveyed through a variety of materials, including manuals, workbooks, videotapes, and slides.

So far, English and Bilingual versions of 6 different packages have been produced. Three of these packages are for parents, and 3 are for paraprofessional teachers. The sessions and materials have been tested nationwide in over 100 sites.

Three additional training packages for parents are now under development. One package--entitled Respeto--is bilingual/bicultural, and is designed for low-income Mexican-American parents. The other two packages are multicultural in approach. Both are for low-income Blacks, Chicanos, and Whites.

Work Unit Three--Television Public Service Announcements--serves to increase public awareness of the need for effective parenting skills. This Work Unit relies on the mass communication ability of television. Eleven public service announcements--each in a 30 and a 60 second version--deal with specific parenting topics.

Each television announcement concludes with an address--giving viewers a place to write to for more information. These write-in requests are answered with booklets which give additional information on the topic discussed. The announcements and booklets deal with parenting concerns--among them, how to be consistent, and how to help children cope with frustration.

Millions of viewers have seen the spots, and thousands of booklets have been mailed out. Seven of the existing spots and booklets are now in the development cycle known as field test. Additional TV spots and booklets are being developed for two new topic areas. Three

30 second announcements on each topic--along with a supporting booklet--are now being produced.

Work Unit Three is also developing new strategies--strategies to increase audience response. Ways will also be sought to disseminate more information about the TV announcements.

Work Units One, Two and Three:
ways to help people become more effective parents.
Because, now matter how you measure success or failure, the end product of effective parenting is something we all want to feel good about.

END

content and procedures of the packages, and the effectiveness of this method will be evaluated along with the packages.

MTP 1

Family Roles and Relationships is a multimedia package designed for low-income parents of preschool children. There is one introductory session and four content sessions; each content session deals with specific methods for promoting a family environment in which effective roles and relationships can be learned through examples set by family members. The importance of parents' attitudes will be stressed as well as information on how to develop healthy attitudes in children and how to answer children's questions about sex.

MTP 2

La familia y el respeto is a bilingual /bicultural multimedia training package designed for low-income Mexican American parents of young children. This package consists of one introductory session and four content sessions. Utilizing the cultural concept of el respeto as it applies to family life, the content will explain the development of self-concept, self-respect, and an environment of mutual respect in the home. Through various audiovisual materials as well as participant involvement activities, Mexican American parents will have an opportunity to share parenting problems and ideas, and to develop skills and methods for resolving parent-child conflicts.

MTP 3

Ways to Discipline Children, is a multimedia package designed to offer low-income parents alternative discipline techniques to use with their preschool children. There is one introductory session and four content sessions; each content session deals with a specific discipline technique: listening to children, setting limits, giving rewards, dealing with punishment. Throughout the package parents are encouraged to draw on their own experience and knowledge base. The package approaches the content through filmed presentations of situations parents encounter every day and a discussion of these situations. Designed for English speakers, the approach is multicultural, including media representation of Blacks, Anglos, and Mexican Americans.

For additional information:

Check the package or packages that you would be interested in pilot or field testing.

MTP 1 - Family Roles & Relationships
☐ (available for Pilot Test:
May 16 - June 10)
☐ (available for Field Test:
July 5 - July 29)

MTP 2 - La familia y el respeto
☐ (available for Pilot Test:
May 16 - June 10)
☐ (available for Field Test:
August 1 - August 26)

MTP 3 - Ways to Discipline Children
☐ (available for Pilot Test:
May 23 - June 17)
☐ (available for Field Test:
August 29 - September 23)

NAME ____________________

TITLE ____________________

ORGANIZATION ____________________

PHONE ___/_________________

ADDRESS ____________________

CITY ____________________

STATE __________ ZIP CODE __________

MTP-CC

EARLY CHILDHOOD PROGRAM
SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY
211 East Seventh Street
Austin, Texas 78701

EARLY CHILDHOOD PROGRAM
SOUTHWEST EDUCATIONAL DEVELOPMENT LAB
211 East Seventh Street
Austin, Texas 78701

MULTIMEDIA TRAINING PACKAGES FOR PARENTS OF YOUNG CHILDREN

The Early Childhood Program of the Southwest Educational Development Laboratory is developing three new multimedia training packages to be used by a leader working with low-income parents of preschool children. The packages include a variety of media-materials: filmstrips, audiotapes, videotapes or films, slides, brochures, booklets, role-playing cards and games. The packages utilize a variety of learning strategies such as small-group discussion, role-playing, simulation, and problem-solving.

Development Process

Each package is developed according to a cycle that consists of Design Test, Pilot Test and Field Test. Participants are asked to evaluate the media, session procedures, activities, games, etc. During the test phases, materials are revised on the basis of formative evaluations and feedback provided by both participants and leaders.

Evaluations

Evaluation instruments are included in each package that measure the effectiveness of the total package as well as that of the individual sessions. A self-instructional method will be used to acquaint leaders with the

E

Early Childhood Program
Southwest Educational Development Laboratory
211 East Seventh Street
Austin, Texas 78701

MULTIMEDIA TRAINING PACKAGES

Multimedia Training Package I

FAMILY ROLES AND RELATIONSHIPS is a multicultural multimedia package designed for low-income parents of preschool children. There are four content sessions, and each content session deals with specific methods for promoting a family environment in which effective roles and relationships can be learned through examples set by family members. The importance of parents' attitudes will be stressed as well as information on how to develop healthy attitudes in children and how to answer children's questions about sex.

Multimedia Training Package II

LA FAMILIA Y EL RESPETO is a bilingual/bicultural multimedia training package designed for low-income Mexican American parents of young children. This package consists of four content sessions. Utilizing the cultural concept of el respeto as it applies to family life, the content will explain the development of self-concept, self-respect, and an environment of mutual respect in the home. Through various audio-visual materials, as well as participant involvement activities, Mexican American parents will have an opportunity to share parenting problems and ideas, and to develop skills and methods for resolving parent-child conflicts.

Multimedia Training Package III

WAYS TO DISCIPLINE CHILDREN is a multicultural multimedia package designed to offer low-income parents alternative discipline techniques to use with their preschool children. There are four content sessions; each content session deals with a specific discipline technique: listening to children, setting limits, giving rewards, dealing with punishment. Throughout the package parents are encouraged to draw on their own experience and knowledge base. The package approaches the content through filmed presentations of situations parents encounter every day and a discussion of these situations. Designed for English speakers, the approach is multicultural, including media representation of Blacks, Anglos, and Mexican Americans.

EARLY CHILDHOOD PROGRAM
SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY
AUSTIN, TEXAS 78701

Selected Publishers*

ACI MEDIA, INC.
35 West 45th St.
New York, NY 10036

ATC PUBLISHING CORPORATION
202 Lake Miriam Drive
Lakeland, FL 33803

A/V EDUCATIONAL PRODUCTS CO., INC.
52171/2 York Rd.
Baltimore, MD 21212

ABINGDON PRESS
201 Eighth Ave. South
Nashville, TN 37202

ACADIANA EDUCATIONAL MEDIA
P. O. Box 2999
102 Mims Dr.
Lafayette, LA 70502

ADDISON WESLEY PUBLISHING CO.
2752 Sand Hill Rd.
Menlo Park, CA 94025

ADVANCED LEARNING CONCEPTS
A Division of Raintree Publishers Limited
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New York, NY 10011

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Glendale, CA 91201

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Boston, MA 02210

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450 W. 33rd. St.
New York, NY 10001

AMERICAN GUIDANCE SERVICE, INC.
Publishers Building
Circle Pines, MN 55014

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Columbus, GA 31902

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Albuquerque, NM 87107

AUDIO VISUAL NARRATIVE AR
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P. O. Box 9
Pleasantville, NY 10570

BFA EDUCATIONAL MEDIA
CBS Educational Publishin
(A Division of CBS, Inc.)
2211 Michigan Ave.
P. O. Box 1795
Santa Monica, CA 90406

*List prepared June 1977, from Educational Marketer Yellow Pages 1976 and 1977, and Parenting Materials Information Center Holdings, Southwest Educational Development Laboratory. Publishers selected on the basis of audiovisual/multimedia capability.

BAKER & TAYLOR
6 Kirby Ave.
Somerville, NJ 08876

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BEHAVIOR SYSTEMS, INC.
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Box 577 Ladera Professional
Center
Palo Alto, CA 94302

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BRUNER-LEIGH PRODUCTIONS
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Tulsa, OK 74145

EDUCATIONAL DIMENSIONS
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P. O. Box 2510
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EDUCATIONAL IMAGES
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Westwood, MA 02090

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FILMS INCORPORATED
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New York, NY 10017

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Silver Spring, MD 20910

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934 Pearl St.
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Appleton, WI 54911

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New York, NY 10001

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New York, NY 10036

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New York, NY 10021

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Johnstown, PA 15902

MAST DEVELOPMENT COMPANY
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Davenport, IO 52803

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Baltimore, MD 21211

MEDIA PLUS, INC.
60 Riverside Dr.
New York, NY 10024

MEDIATRICS, INC.
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Westport, CT 06880

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Austin, Texas 78763

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St. Louis, MO 63132

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Pittsburgh, PA 15222

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Box 1712
Rochester, NY 14603

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45 Rockefeller Center
New York, NY 10020

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P. O. Box 13052
Tucson, AZ 85732

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Denver, CO 80223

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EDUCATION, INC.
(Div. of Singer Co.
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Mt. Kisco, NY 10549

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New York, NY 10020

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100 Universal City Plaza
Universal City, CA 91608

UNIVERSAL RESEARCH SYSTEMS, INC.
Box 1258
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3300 University Ave. SE
Minneapolis, MINN. 55414

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Hackensack, NJ 07602

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Hicksville, NY 11801

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485 Parkway South
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100 Park Ave.
New York, NY 10017

WISCONSIN RESEARCH AND
DEVELOPMENT CENTER FOR
COGNITIVE LEARNING
1025 West Johnson Street
Madison, WI 53706

Southwest Educational Development Laboratory

REQUEST FOR PROPOSAL

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Southwest Educational Development Laboratory

REQUEST FOR PROPOSAL

Product Description, Proposal Guidelines, Contractual Conditions, and Evaluation Procedures to be used in the Selection of a Publisher to Market twelve Multimedia Packages for parents and paraprofessional teachers, covering six topics: Talking with Children, Helping Children Learn, Setting the Scene for Good Classroom Behavior, Developing Independence and Responsibility, Discipline for the Young Child, Living and Learning in the Home. There are English and Bilingual (Spanish/English) versions for each package.

I. Invitation

The Southwest Educational Development Laboratory (SEDL), Austin, Texas, a regional laboratory with some programs supplied in part by funds from the National Institute of Education and the Department of Health, Education, and Welfare, intends to make a publication agreement and grant exclusive publishing rights for the following twelve multimedia packages:

Talking with Children/Platicando con los niños

Helping Children Learn/Ayudando a los niños a aprender

Setting the Scene for Good Classroom Behavior/El arreglo de la sala de la clase para un buen comportamiento

Developing Independence and Responsibility/Desarollando la independencia y la responsibilidad

Discipline for the Young Child/La disciplina para el niño pequeño

Living and Learning in the Home/Viviendo y aprendiendo en el hogar

II. Description of Packages

Instructional Objectives	To increase knowledge and skills of target group. (See detailed descriptions of each package in the Appendix.)
Target Group	Paraprofessional teachers of low-income preschool children (teaching in day care centers, Head Start Centers, etc.), and low-income parents of preschool children.

Intended Use	The packages are to be utilized by Head Start directors, paraprofessional trainers working with paraprofessional teachers, leaders working with groups of parents, state agencies, etc.
Package Format	Each topic exists in two packaged versions: English and Bilingual (Spanish/English). Each package contains a set of lessons or sessions, a leader's manual, content outline, special materials required by the lessons, and media, both static and kinetic.
Leader's Manual	The Leader's Manual is divided into two parts: (1) Preparing for the Session, (2) Conducting the Session. The first part discusses how to organize a group, gives a detailed explanation of the design of both English and Bilingual packages, and recommends a procedure for reviewing each session before it is presented. The second part contains guidelines for introducing, presenting, and summarizing the session.
Lesson Format	The packages contain from four to five lessons designed to last from an hour to an hour and a half each. The format of the lessons consists of a title page (listing objectives of session and materials required by session, plus special instructions to the leader when necessary) followed by lesson plans or procedures. The English procedures contain three columns: procedure, sample dialogue, and notes. The Bilingual procedures also have three columns: procedure, Spanish dialogue, and English dialogue.
Learning Strategies	Learning strategies utilized in the packages include total group discussion, small-group discussion, role playing, simulation activities, problem-solving games, direct presentation of content, question-answer activities, demonstrations, board games, and observation activities.
Media Format	The packages utilize a variety of media. Static media include brochures, posters, workbooks, activity sheets, booklets, transparencies, photographs, and scripts. Kinetic media include audiotapes, films, and slide presentations with audiotapes.
Stage of Development	Development of the packages took place over a three-year period and followed SEDL's six stage development process: context analysis, conceptual design, product design, design test, pilot test, and field test. At

designated times during the development, external consultants examined the packages. The packages completed field test Fall 1976.

Field Test Results

The instruments used in field testing included: (1) Demographic Forms, (2) Evaluation of Package Effectiveness (E.P.E.: Pre/Posttest), (3) Evaluation of Session Effectiveness (E.S.E.), (4) Session Reaction Form, (5) Leader/Observer Form.

All the packages were fairly successful in achieving their objectives. The E.P.E. (Pre/Posttest) revealed that the packages either achieved significant statistical gain in the number of items correct or closely approached statistical significance. Participant reactions were expressed in the Session Reaction Forms. Reactions presented in terms of mean scores indicated that for the most part participants were highly satisfied with the packages. They found the sessions enjoyable, educational, and useful. Their comments further corroborated this. Discussions prompted by the content and the media seemed to be the most useful feature of the package, according to participants. For the most part, Leader/Observer Forms indicated that in general participants enjoyed the training, acquired useful skills and knowledge and that their attitudes were affected. (Complete field test results for each package can be furnished upon request.)

III. Proposal Guidelines

Proposals should include responses to each of the items below. Please respond to each item in the order that it is listed so as to facilitate our review and evaluation of each proposal.

A. Marketing of Multimedia Training Packages

1. Qualifications of company to market the Multimedia Training Packages
    a. History of publications in the area or field
    b. List of similar publications
    c. Plans for future publications in this area or field
2. Assessment of market potential: estimate of sales for each of the five years of copyright
3. Promotion and sales plan
    a. Long range for national exposure
    b. Foreign markets, if appropriate
    c. Prepublication announcements
    d. Number of field representatives to be assigned to promotion and sales at national, state, local conventions or conferences
    e. Advertising plan and media
4. Other

B. Production of Multimedia Training Packages

1. Qualifications of company to produce Multimedia Training Packages
    a. Editorial capability
    b. Printing and duplication capabilities
    c. Media production capabilities
    d. Quality of components: format, binding, type, color, printing method (provide examples)

e. Projected SEDL responsibilities and reimbursements to SEDL (if necessary)

f. Plans to continue publication after five-year copyright period

2. Revision and information feedback procedures

a. Extent of revisions willing to make

b. Source of data on which to make revisions

c. Role of SEDL in revisions (see Contractual Conditions)

3. Finished product sales

a. Quantity of first printing and subsequent printings

b. Estimate of selling price of each training package (English and Spanish versions considered separately: see Contractual Conditions)

c. Estimate of selling price of consumables in package (sold only to purchasers of complete packages: see Contractual Conditions)

C. Royalties

1. Royalities expressed in terms of percentages (avoid complicated royalty schedules)

2. Charges to SEDL against future royalties, if any

V. Specific Contractual Conditions

A. Publication agreement must follow N.I.E. Guidelines

1. Agreement must be approved by N.I.E.

2. Copyright claim is registered either by producer of packages for the contractor/developer or by the contractor/developer within six months after publication

3. Copyright period lasts for five years, after which materials are in public domain

4. Exclusive publishing rights shall be for a period of five years--the same as the copyright period

5. Southwest Educational Development Laboratory must be identified as the developer. However, no approval of the contents of the Multimedia Training Packages by N.I.E. is to be stated or implied

6. The publisher agrees that the U.S. Government may use, reproduce, publish, or have reproduced and published without charge for United States Government purposes, all or any part of the Multimedia Training Packages

7. In the event the Director of N.I.E. finds that the selected publisher fails to comply with the terms and conditions of education copyright authorization, as reflected in the publication agreement, he shall have the right to license others to publish, translate, reproduce, deliver, perform, use and dispose of copyright materials subject to this agreement; to require that all copyrights secured on such materials be assigned to the United States; and to require the SEDL to take such steps as the contracting officer may reasonably require to terminate or abandon all copyrights and copyright registrations on materials pursuant to this authorization; provided that the SEDL and the publisher shall have written notice of any action proposed to be taken and shall be afforded an opportunity to be heard if request is made in writing within 30 days after such notice is received. The decision of the Director of N.I.E. in such case shall be final

B. Publication Agreement must follow SEDL guidelines

1. SEDL shall have sole and final right of approval of all content, format, and other aspects of the completed Multimedia Training Packages prior to their publication

2. SEDL shall be informed if any content or media revision is contemplated and reserves the right to give final approval of same

3. Publication agreement may be made for a single Multimedia Training Package or for a group of packages. Separate copyright will be established for each package and each version, English or Bilingual, for each package

4. A package cannot be broken up into its component parts, but must be published in whole form. Separate consumable items (which SEDL reserves the right to approve in advance) can be sold to individuals who have purchased the complete package

5. No revision of the training packages shall be published during the last year of the five-year period of exclusive publication rights. Further, no revisions will be published during the first four years without the approval of SEDL. If the publisher and SEDL agree to a revision for the purposes of improvement and refinement of the training packages, the term of copyright for the revised packages or parts thereof, shall be for five years from the date that such revision is published, and such revision shall be subject to the same terms and conditions as the original edition

6. Advertising and/or promotion materials for the packages can be used only after approval by SEDL. Such approval is not to be withheld without prompt written notification by SEDL as to the reasons for its disapproval and may not be withheld unreasonably

7. The publisher agrees that, upon written request, the SEDL may examine or cause to be examined through certified public accountants, the books of account of the publisher insofar as they relate to the sale of the Multimedia Training Packages

8. The publisher and SEDL shall agree:

   a. On a method of dealing with any infringement of copyright

   b. On a suitable method of dealing with bankruptcy and/or termination

   c. On interpretation according to the laws of the State of Texas

   d. That in the event of dissolution of SEDL without a designated successor, assignment of rights shall be determined by the Director of N.I.E.

V. Evaluation Procedures

Proposals will be evaluated on the basis of the following criteria and the publisher chosen will be the one who in the opinion of SEDL will fulfill them best.

A. Criteria

1. Demonstrated competence in producing training packages of this type.
2. Plans for production, design, and packaging components.
3. Marketing personnel and expertise.
4. Marketing and installation plans.
5. Royalty and pricing proposals.

B. Schedule

1. Package descriptions are expected to be in the hands of all interested publishers by September 14, 1977.

2. Publisher's Briefing will be held October 3, 1977.

3. Proposals to publish should be received by SEDL not later than October 17, 1977.

4. Contractual agreement with publisher should be accomplished not later than November 15, 1977.

C. The Southwest Educational Development Laboratory retains the right to select and/or reject any and all proposals.

VI. Submission of Proposals to Publish

A. Send six copies of the proposal. (Exhibit materials need not be duplicated.)

B. Submit proposals to:

Dr. James H. Perry
Executive Director
Southwest Educational Development Laboratory
211 East Seventh Street
Austin, Texas 78701